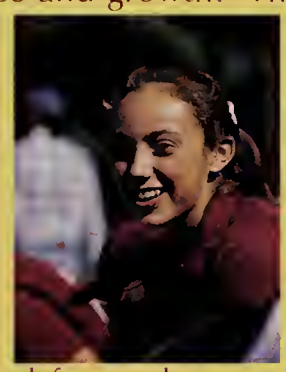
These are some of the faces of **Governor Dummer Academy,**

a community of learners that includes students and faculty members who are diverse in their backgrounds, talents and

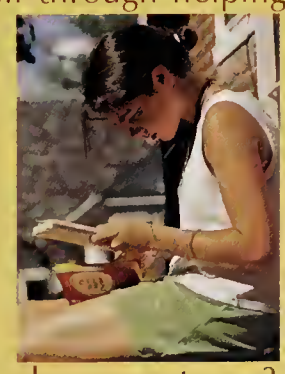
interests, yet singularly dedicated to the pursuit of knowledge, integrity, service and growth. These are the faces of



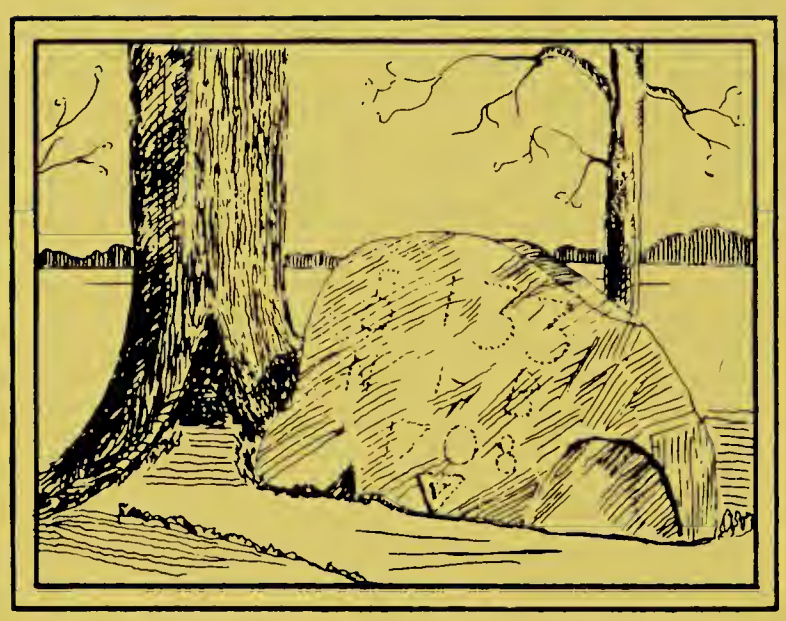
academic achievement and personal success, interdisciplinary cooperation and focused concentration, artistic ex-

pression and effective communication, centuries-old history and cutting-edge innovation, individual effort and team

victory. These faces are about reaching higher and overcoming obstacles, learning about oneself through helping



others and becoming a part of something that lasts a lifetime. Does your face belong here, too?



An important symbol of the Academy since its founding in 1763, the Milestone was placed on the Boston post road in 1708 as a landmark for travelers. Its engraving signifies that it stands five miles from Newburyport and 33 miles from Boston. Many generations of GDA seniors have participated in the traditional procession past the Milestone to mark their graduation from the Academy. Today the Milestone is among the oldest remaining such landmarks in the U.S.

William Dummer, lieutenant governor of the Massachusetts Bay Colony, donated his home and lands in 1763 "for the excellent and beneficent design of instructing and educating youth" in preparation for college. Today, on the threshold of the twenty-first century, Governor Dummer Academy remains at the cutting edge of American education. We invite you to visit our magnificent campus, meet our students and teachers, explore our facilities and discover our extraordinary and enduring approach to the crucial secondary school years.

Peter W. Bragdon

Peter W. Bragdon, Headmaster

Governor Dummer Academy

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Founded in 1763

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Governor Dummer Academy places a high value on diversity and does not discriminate on the basis of race, color, religion or national or ethnic origin in admissions or in the administration of school programs.

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Overview

"I like the closeness of the community. Everybody knows everyone else. Every time I walk by somebody, he or she always says "hello." It's a close atmosphere. I knew about it because my sister went here. I also really like the GDA spirit at athletic games. There's a lot of spirit; everyone really gets into it."

Adele Lilly '98

Overview

Governor Dummer Academy started the boarding school tradition in America, and today continues its role as a leader in secondary education.

Founded in 1763 under the will of Massachusetts Bay Colony Lieutenant Governor William Dummer, GDA today embodies both 234 years of tradition and an ageless capacity for innovation. It is at once linked with great historical figures including John Hancock (who signed the Academy's charter), Paul Revere (who struck its seal) and John Quincy Adams (who recorded its first six years of trustees' minutes), and devoted to pioneering programs including its SCIENCE 2000, which is redesigning science curricula for the nation's secondary schools.

Under the leadership of its first headmaster Samuel Moody, the Academy educated several heroes of the American Revolution, congressional leaders and Samuel Phillips, founder of the Phillips academies at Andover and Exeter. In the two centuries since its founding, Governor Dummer Academy has prepared thousands of students for success in college and later life by adhering to the essential boarding school tradition of fostering close student-teacher relationships.

Peter W. Bragdon, appointed the Academy's 26th headmaster in 1983, leads a "community of learners" that includes both teachers and students who are always seeking to answer the fundamental question, "How do people learn?" This emphasis and constant re-examination helps keep Governor Dummer's curriculum at the forefront of American education. Through the framework of liberal arts and inspired by their teachers' enthusiasm, GDA students acquire fundamental information. After mastering the essentials, students are encouraged to explore their interests in the spirit of continuing discovery. This process, which prepares students to meet and benefit from opportunities throughout their lives, is achieved through adherence to two abiding Governor Dummer Academy educational principles: small classes and individual attention.

Governor Dummer Academy is . . .

...America's oldest independent boarding school, founded in 1763 and co-educational since 1971

...360 students from 25 states, 11 countries and virtually every imaginable background

...68 dedicated master teachers, 80 percent of whom live in dormitories or other on-campus housing

...an endowment of more than $42 million and a 24-year history of balanced budgets

...a physical plant of 41 buildings that include dormitories, classroom buildings, arts and athletic facilities, including a new 20,000-square-foot library and a new 30,000-square-foot mathematics-science center

Lt. Governor William Dummer

Academics

"The community at Governor Dummer was a lot closer than some of the bigger schools I visited. I liked the campus and the fact that everyone knows each other. It worked. I wanted a smaller school – a place where I could do well and still work hard – and GDA seemed perfect for me."

Katie Brox '01

Academics

Governor Dummer's academic program reflects the Academy's emphasis on providing both the substance and structure to prepare students for college. The Academy's core curriculum equips students with a solid liberal arts education in classes that consist of approximately 12 students each. In addition, GDA offers a variety of elective courses designed to spark and satisfy students' interests. (A full listing of courses is included in this catalog.)

At Governor Dummer Academy, the emphasis is on teaching *students*, rather than merely teaching *subjects*; *mastery* takes precedence over *coverage* in the classroom. Class periods therefore are 60 and 90 minutes to allow for greater subject mastery, collaborative learning and student-teacher interaction.

Classes meet Mondays, Wednesdays and Fridays or Tuesdays and Thursdays to compensate for the longer class periods. Combined with the Academy's tradition of close student-faculty relationships, this program enhances learning at GDA while preparing students for their transitions to college life, in which self-reliance is essential.

Unique to GDA's curriculum is the SCIENCE 2000 program, an interdisciplinary course developed jointly by the Academy and Tufts University. The program, required for all freshmen, exposes students to biology, chemistry and physics, with emphasis on laboratory work, environmental field work and computer literacy.

Facilities

The Academy's academic facilities are located in six classroom buildings that combine 21st century capabilities with 234-year-old tradition. The new Center for the Study of Mathematics and Science (completed in 1997) houses interdisciplinary lecture rooms and laboratories for the study of mathematics, biology, chemistry, physics and earth and marine science. Driven by surging student interest that resulted from the introduction of SCIENCE 2000, the Center provides all the tools a student could need to satisfy his or her varied scientific interests. Like the nearby Noyes Library science computer center, the Center for the Study of Mathematics and Science is fully cabled for computer access to GDA and Internet information resources.

The new 20-000-square-foot Carl A. Pescosolido Library (completed in 1997) provides for a 50,000-volume collection in addition to state-of-the-art, computer-based bibliographic systems that offer access to a virtually unlimited array of current resources. Through the use of both GDA and Internet materials, students' ability to perform first-hand research is limited by only their own imaginations.

Parsons Schoolhouse is the locus of GDA's foreign language department, containing the Wang-Goodhue Computer Center, the language laboratory and classrooms. The History and English departments are centered in the Frost Building, which also contains GDA's micro-computer-based writing laboratory -- another GDA innovation that uses the flexibility of the computer to encourage students to write, edit and rewrite. The Kaiser Visual Arts Center houses the Academy's photography lab and art and ceramics studios, in addition to the Carl Youngman Gallery, where student and professional work is displayed. The Thompson Performing Arts Center contains GDA's auditorium, music practice rooms, electronic music studio and studio/classroom for jazz band and music history and theory classes.

Governor Dummer Academy facts:

Average number of students per class: 12

Length of class periods: 60 and 90 minutes

Number of courses in typical student schedule: 5

Subjects in which Advanced Placement courses are offered: English, chemistry, biology, physics, mathematics, U.S. History, French, Spanish, Latin, German, studio art

Number of Advanced Placement exams taken annually: 125

"When I visited classes at GDA, I found that students weren't just going to classes, listening to the teacher and taking notes, which seems to be the usual procedure everywhere else. At GDA, it seemed that every kid was involved in the discussions and nobody was just going to sleep in the back."

Gus Peterman '01

Academics

Innovations

Governor Dummer Academy's approach to its curriculum emphasizes collaborative learning, research, the interrelationships among subjects, the value of multiple learning styles and the individual responsibilities of students and teachers. The following examples of GDA innovations reflect these principles:

Science 2000: A year-long program for freshmen, designed to introduce the major scientific disciplines and the central, unifying themes of science. Developed in conjunction with Tufts University.

Totalitarianism Unit, Sophomore English and History: An interdisciplinary study of Hitler, Stalin and Macbeth, culminating in multimedia student presentations.

Computer Art and Electronic Music Composition: Students explore these fields on GDA's state-of-the-art equipment under the expert guidance of faculty members who are also professional artists and musicians.

Introductory Psychology, Jung Unit: Students' appreciation for the work of Carl Jung is enhanced by visits to Morgan Cottage, an on-campus GDA faculty residence that was willed to the Academy by one of Jung's disciples on the condition that it be maintained as a museum dedicated to Jung's work. Morgan Cottage's unique architecture and interior design elements reflect Jung's theory of personality.

Marine Science: Taking advantage of GDA's location at the edge of the Atlantic salt marsh and within five miles of the Atlantic Ocean, students conduct extensive fieldwork in pursuit of basic biological principles as they relate to watersystems.

Special Activity Term: As an alternative to the formal afternoon program, juniors and seniors may petition to substitute in-depth scholarly, artistic or community-service-based projects.

The Common Book Program: Every student and teacher reads one literary work in preparation for an on-campus presentation and discussions with its author. Recent authors have included Tim O'Brien, Gloria Naylor, Andre Dubus III, Jill Ker Conway and Rosellen Brown.

Block Scheduling: In some ways the most obvious reflection of GDA's mastery program, classes meet Mondays, Wednesdays and Fridays for one hour or Tuesdays and Thursdays for 90 minutes. This schedule permits in-depth discussions, development of collaborative learning projects and time for thoughtful preparation between meetings.

Highest academic honor: The Thorndike Hilton Cup, awarded at Commencement to the senior class' ranking scholar

Governor Dummer Academy facts:

Frequency of formal meetings between students and advisors: every other week

Frequency of written teacher reports to parents: four times per year

Year GDA joined the Cum Laude Society: 1934

Number of computers available for student use: 130

Number of hours the three computer centers are open per week: 70

"As an alumnus, my father had a lot of great stories to tell about Governor Dummer. I was accepted to other schools, but I chose GDA because I liked the theater program and the size of the school. And I'm really looking forward to writing for the student newspaper, too."

Eddie Young '01

Academics

The Arts

Governor Dummer Academy has long maintained that a thorough exposure to the arts is an essential part of a secondary education. The Academy offers a rich and diverse selection of courses in the visual and performing arts, including both required and optional studies.

All freshmen take a basic survey course, Introduction to the Fine Arts, which exposes students to a different artistic discipline each quarter while stimulating their continued interest. An additional one semester arts course is required for graduation, although — with the Academy's encouragement — students often pursue further artistic interests on an extracurricular basis.

In the field of performing arts, students may select among courses including music history and theory, electronic music and improvisation, as well as voice and dance, all taught by conservatory-trained instructors. A two-semester independent study in the performing arts also is offered for students demonstrating special interest. Several times during each academic year, the Academy hosts performances by GDA student groups including The Academy Orchestra, The Jazz Band, the Academy Chorus and the Academy Chamber Ensemble. The Music Guild, a student-organized group, produces several additional concerts annually on campus.

Courses offered in the visual arts include art history, studio art, ceramics, computer art and photography, in addition to a two-semester independent study. The Kaiser Visual Arts Center is the heart of visual arts activity at Governor Dummer, providing separate studios for each of the major disciplines. The center is available throughout the week and weekend so that students may continue to explore their talents during off-hours.

The Carl Youngman Gallery, located in the Kaiser Visual Arts Center, presents several student and professional exhibits each year for the instruction and enjoyment of both the GDA community and the public.

Energetic and talented thespians find expression at Governor Dummer through three major theatrical productions each year. Fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior who has demonstrated interest, ability and commitment to dramatics. Recent and acclaimed GDA productions have ranged from works by Sophocles and Edward Albee to Cole Porter.

In recognition of the fact that dramatics provides important training in collaborative work — for actors and technical crew alike — participation in productions is offered as an alternative to athletics in the Governor Dummer Afternoon Activities Program.

GDA students may pursue their dramatic interests off-campus, through working with local professional groups including the various members of the Newburyport arts community. They also attend professional performances in Boston on a regular basis as a graduation requirement of the Humanities Program.

Governor Dummer Academy facts:

Percentage of student body involved in music program: 50%

Number of students involved in independent study programs in the arts: 9 (1996-97)

Number of arts courses offered: 19

Number of enlargers available in photography lab: 10

Number of student drama performances per year: 4

Number of student-run music performances (Music Guild) per year: 3

Number of Academy-sponsored trips to Boston plays, concerts, exhibits, performances per year: 12 (1996-97)

Number of other trips to Boston sponsored by GDA clubs and the Weekend Program: 30 (1996-97)

Student Performance Groups

The Academy Orchestra
The Jazz Band
The Academy Chorus
The Academy Chamber Ensemble
The Music Guild

Academics

The Faculty

Since the time of Master Samuel Moody, the Academy's first schoolmaster, Governor Dummer Academy has maintained and nurtured a tradition of excellence among its faculty members. That tradition comprises three integral parts that all adhere to exceptionally high standards: academics, personal integrity and generosity of spirit.

Diverse in their talents and varied in their interests, the 68 men and women of the GDA faculty perform a variety of roles. In addition to being classroom instructors, they are dormitory parents, coaches and advisors. In a larger sense, they are leaders in this community of learners — the guides, mentors and advocates, dedicated to the advancement of Governor Dummer's students.

The master teacher's commitment to GDA students does not end at the close of the academic and afternoon program schedules each day. Because 80 percent of the teaching faculty members live in the dormitories and other on-campus housing, they remain constantly available to their students and advisees. This residential presence, central to the GDA master teacher tradition, fosters the Academy's strong sense of community.

Governor Dummer Academy is dedicated to maintaining — and continuing to build — its fine faculty. Recognizing that the task of attracting top men and women requires GDA to compete with other highly regarded institutions, the Academy's trustees, during the past decade, have constructed a dozen new faculty homes and apartments. In addition, they have created three new faculty chairs.

The Morse Flag was first awarded at Governor Dummer Academy's 150th Commencement in June 1913. It has been awarded each year since then to a senior whose record in all respects has met with the highest approval of the faculty.

Governor Dummer Academy facts:

Student-teacher ratio: 5.5 to 1

Number of faculty members with advanced degrees: 39

Average years of service per faculty member: 8.9

Percentage of faculty members who combine teaching with coaching and/or dorm parenting: 100%

Number of faculty children living on campus: 42

"The student-faculty ratio at GDA means that close relationships develop between students and teachers. You're more than just a student in their classes, because they might be your coaches and your advisors, too. There are always a few teachers you spend a lot of time with, and you develop close relationships with them."

Greg Carroll '98

42
EASTON

Afternoon Activities

"I like the fact that there's a lot of team unity at GDA. We're serious about what we're doing, but we're still able to have fun. We can compete with the best teams around. The coaches are always accessible for sports and everything else you'd want to talk about. The coaches here are great, and they're also there for you."

Mike Meagher '98

Afternoon Activities

Afternoons at Governor Dummer Academy are reserved for activities that take place outside the classroom, but are nonetheless integral to the complete GDA education. Governor Dummer offers a wide range of choices that exposes every student to athletics, dramatics, dance and community service. All students are required to participate in the afternoon program, which is designed to allow each student to experience and excel in his or her own areas of interest. While the general areas of activity differ widely from one another, there is an important element that they share: all teach group skills and cooperation, which are essential to students' academic careers and their lives beyond school.

Athletics

The Academy has long maintained a belief in the value of competitive team sports, which instill confidence and promote fitness while teaching sportsmanship and providing an important physical outlet. In addition to the Academy-sponsored team sports, students with demonstrated talents in sports not specifically offered — riding and skiing, for example — may be permitted to pursue those interests after submitting proposals to the Director of Athletics. The "Governors" are coached by faculty members who engender enthusiastic sportsmanship among team members on the playing fields and pride among their schoolmates cheering from the sidelines. Governor Dummer Academy is a member of the Independent School League.

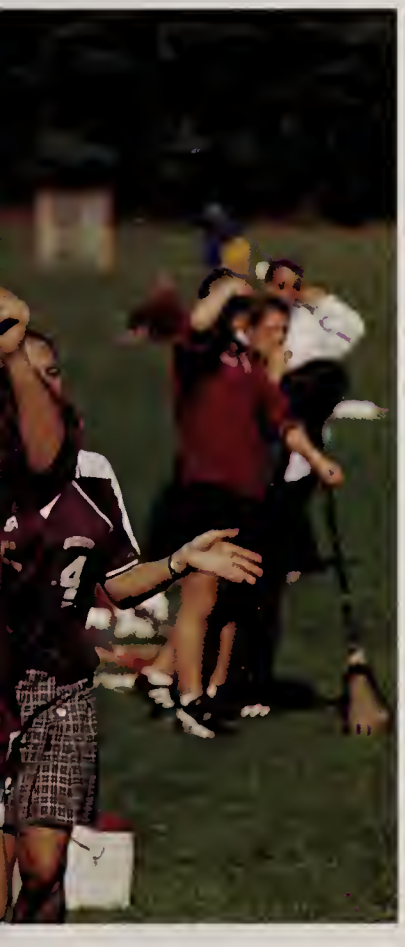
Dramatics

Like athletics, the production of the Academy's three major dramatic productions each year cultivates students' collaborative skills. The dramatics program, therefore, is offered as an alternative to certain athletic requirements. The Academy Players' fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior class member selected for his or her interest, ability and commitment to dramatics. The group's recent productions have included everything from classic tragedy to modern comedy. Every member of the production team takes on several responsibilities, ranging from acting and building sets to creating programs and selling tickets; all make equal contributions dictated by interest, ability and willingness to work.

Athletic Opportunities

Fall	Winter	Spring
football	wrestling	baseball
field hockey	volleyball	softball
soccer	dance	lacrosse
cross-country	basketball	track
	ice hockey	tennis
	club skiing	golf

Governor Dummer Academy facts:



Schools with which GDA competes in athletics:

Andover
Belmont Hill
Brooks
BB&N
Concord
Exeter
Groton
Lawrence
Milton
Middlesex
Noble & Greenough
Pingree
Roxbury Latin
Rivers
St. George's
St. Mark's
St. Paul's
St. Sebastian's
Tabor
Thayer

GDA athletics facilities:
Carl A. Pescosolido, Jr. Field House (tennis, volleyball, basketball, running track)

Alumni Gymnasium ("Eagle" fitness center, training room, wrestling room, locker rooms)

Murphy-Frost Arena (covered ice hockey rink, tennis courts, dressing rooms)

Nine-hole golf course

Number of tennis courts: 6 outdoors, 2 in field house, one in hockey rink (seasonal)

5-kilometer (3.1-mile) cross-country course

Afternoon Activities

Community Service

Consistent with the Academy's motto "Non sibi sed aliis" ("Not for self but for others"), GDA maintains a unique Community Service program that allows both the students and residents of the surrounding area to reap the benefits of volunteerism. Faculty organizers oversee the program that has placed Academy student volunteers in activities ranging from tutoring homeless youths to reading to the elderly and teaching handicapped children. Each year, the Academy hosts the Massachusetts Special Olympics Fall Games, which is organized and run by students in the Community Service Program. At the conclusion of the term, students prepare individual reports on their projects that are reviewed by the Director of Community Service. Offered as an afternoon activity and cited as a graduation requirement for all students, the Community Service program is among the most highly regarded programs at Governor Dummer Academy.

Dance

The Academy's modern dance program, offered during the winter term, provides a popular afternoon activity that teaches coordination, kinesthetic awareness and expression as well as cooperation. Participants in the co-educational program, which is directed by a professional instructor, practice daily in the dance studio. Their season is culminated with a modern dance recital performed for the GDA community in the Thompson Performing Arts Center.

Special Activity Term

Juniors and seniors may pursue self-directed projects during two of the three seasons in lieu of athletics. Like the athletic and Community Service programs, special term activities are designed to involve students for an entire season. These special activities, which have included environmental studies on the nearby Parker River, a study of leadership development and various artistic endeavors, are selected before the start of each season by students who have researched and prepared detailed proposals. Students involved in the program meet weekly with faculty advisors and maintain detailed journals on their projects. The Director of the Afternoon Activities later reviews students' final reports, which detail the results of their work. A positive evaluation is required for graduation.

Governor Dummer Academy facts:

Number of students participating in Community Service Program: 330 (1996-97)

Organizations assisted by GDA Community Service volunteers:
Anna Jacques Hospital
YWCA
Salisbury Memorial School
Women's Crisis Center
Massachusetts Special Olympics
Newbury Elementary School
Wentworth Nursing Home
Project Rap

Number of consecutive years GDA has hosted the Massachusetts Special Olympics Soccer Tournament: 10

Number of students participating in GDA's dance program: 20

Number of students participating in Special Activity Terms: 72

Some recent Special Activity Term projects:
Competitive horseback riding
Day care volunteering
Photographic portraiture
Computer music composition
Dance (with outside troupe)

Life in the GDA Community

"Living in a dormitory is like living in a building with all of your closest friends. The older kids who have lived there for a long time are great to the new kids and they're happy to help you out. Living in the dorm, you really get the full experience of the school."

Drew Stoddard '97

Life in the GDA Community

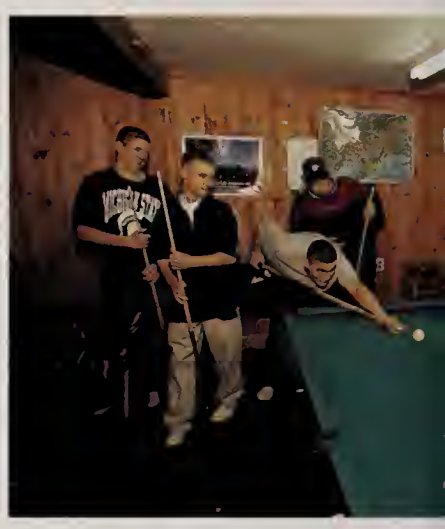
Attending Governor Dummer Academy means becoming a member of a close-knit community of students and faculty members who share activities ranging from breakfast to evening study hall each day. The Academy community operates seven days per week and places a high priority on participation and achievement by all of its members. Boarding and day students learn to manage their time and plan weekdays and weekends to allow time for academics, extracurricular interests and leisure activities.

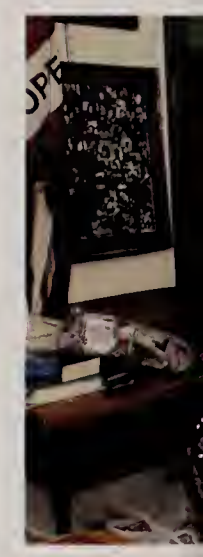
The entire school meets each weekday at 7:45 a.m. for announcements, presentations and acknowledgments at Morning Meeting. On Wednesday mornings, the community meets in the Moseley Chapel for a brief talk by a student, faculty member or guest speaker. This is a time for the sharing of ideas, feelings and beliefs. The academic day begins at 8 a.m. and continues until 3:05 p.m. It is followed by the various components of the Afternoon Program, including athletics, dramatics and community service.

After dinner each evening, there is an activity period in which many of the Academy's clubs and organizations hold regular meetings. The library and arts and computer facilities are all open during this time so that students may work or explore personal interests. An evening study hall, with quiet hours starting at 7:00 p.m., follows the activity period Sunday through Friday. Students work at their desks in their dormitories under the supervision of dormitory parents and student proctors. Study and bed times are determined by grade level.

Weekends

Weekend activities spring naturally from the interests and desires of the people who make up the Governor Dummer Community. Throughout the year there is a broad range of academic, social, cultural and athletic events on campus. On Friday evenings, students often attend the theatre and symphony in Boston, fulfilling both personal interests and GDA Humanities requirements. Other students may take in cultural events in Newburyport or remain on campus to enjoy a concert, play, film, lecture or other presentation. Still others may choose to relax in their dormitories with their fellow students and dorm parents. Several times each year, the Carl Youngman Gallery in the Academy's Kaiser Visual Arts Center hosts Friday night receptions for

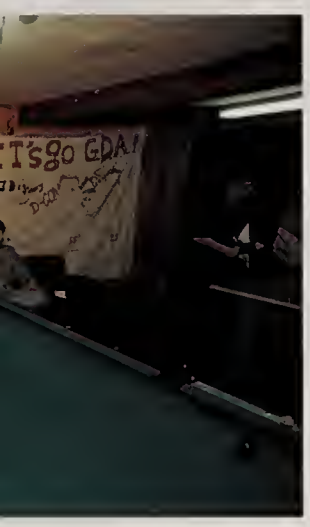




GDA Clubs and Organizations

The Academy Singers
Amnesty International
Art Club
Chapel and Convocation Committee
Commencement Committee
Community Council
Community Service
Computer Club
Cum Laude Society
Drama Club
Food Committee
French Building Proctors
French Club
German Club
The Governor (newspaper)
Governor Dummer Academy Honor Society
Governor's Brass Quartet
International Club
Jewish Fellowship
The Milestone (yearbook)
Mansion House Proctors
Outing Club
Peer Tutoring Club
Photography Club
Project Reach Out
Red Key
Ski Club
Smith & Company Dancers
Social Committee
Spanish Club
The Spire (literary magazine)
Theater Club
Thespian Society
Tour Guides

Governor Dummer Academy facts:



Home states of 1997-98 GDA student body:

Arizona
Arkansas
California
Florida
Georgia
Illinois
Maine
Maryland
Massachusetts
Minnesota
Montana
Nebraska
New Hampshire
New Jersey
New Mexico
New York
Ohio
Pennsylvania
Rhode Island
South Carolina
Texas
Vermont
Virginia
West Virginia
Wyoming
and
The District of Columbia

"The school makes a lot of efforts to bring the whole community together for dances, sports, cultural events.... You get to know everyone and learn about different cultures. At GDA I have a friend from Spain, for example, and I've learned a lot about their educational system, their sports and their lifestyle through him."

Seth Hale '99

Life in the GDA Community

new art exhibits. Regular academic classes are not held on Saturday mornings at GDA in order to provide "hands-on" time for special interests. The photography lab and ceramic and art studios are open then, as are the music rooms and the Academy's computer facilities. Students also may chose to take GDA shuttle vans to nearby Newburyport.

Most students spend Saturday afternoons participating in or viewing the Academy's athletic contests, held both on campus and at other New England schools. Saturday night activities are planned by the students' Social Committee, and regularly include dances, films, plays and talent shows. Among Governor Dummer's traditions is the Saturday night open house at the headmaster's residence. Headmaster and Mrs. Bragdon open the historic 1713 Mansion House to the entire GDA community for ping pong and pool in the basement, chess and Trivial Pursuit in front of the living room fireplace, an old movie on video in the study and pizza, ice cream and conversation around the kitchen table.

Sundays at Governor Dummer Academy have less formal structure than other days, and students spend their time alternately relaxing, pursuing personal interests and preparing schoolwork for the week. Faculty members routinely use Sundays to take students on informal trips to Boston, New England ski areas and other nearby points of interest. The master teachers also drive students to local religious services of various denominations.

Boarding Life

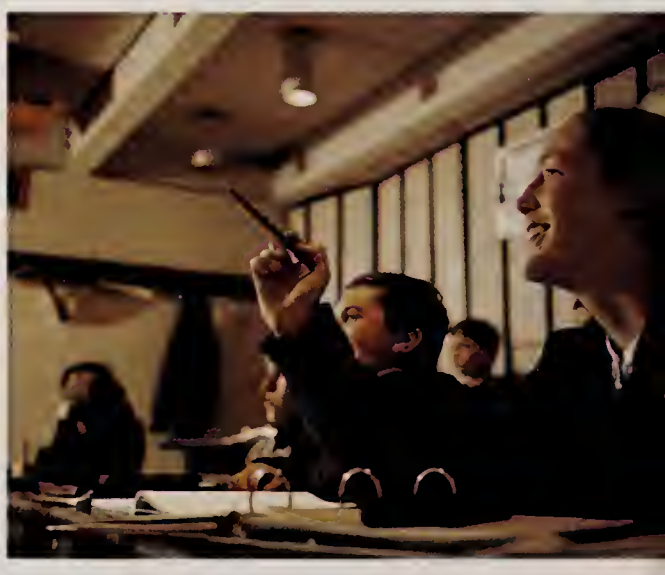
Boarding students discover that life in the dormitory provides an additional avenue for personal growth. Dormitories become second homes, places where students and faculty members from diverse backgrounds share friendships that evolve naturally from living closely and cooperatively. Students derive a new appreciation for trust, responsibility and respect through the dormitory experience, which also is extended to day students who wish to spend occasional weekend nights at GDA.

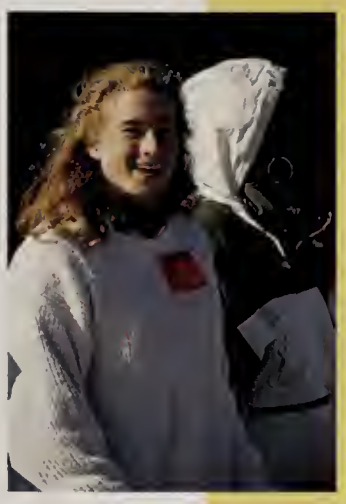
Day Student Life

Day students join fully in the life of the school. Classes, the Afternoon Program, homework and shared meals are among the common experiences that knit the community together. Weekday mornings begin for everyone with the required 7:45 meeting, although most students start a little earlier with breakfast in the Jacob Dining Hall. Many day students find they are regularly on campus through dinner and the early evening for a practice, a study session, lab work, a cultural event or just a chance to visit with friends. On weekends, GDA draws day students back to campus for athletic contests and a full range of social events organized by the student activities team. Saturday nights will find almost as many day students as boarders at Headmaster and Mrs. Bragdon's Open House.

Clubs and Organizations

Students in all grade levels who are interested in taking on leadership roles find ample opportunity within the Governor Dummer community. The Academy runs on the commitment, energy and example set by student leaders who are Community Council and Student Union officers, dormitory and library proctors, editors of the yearbook, newspaper and literary magazine and chairs of clubs and organizations. Each of these organizations has a faculty advisor who can help provide guidance and direction for group activities.





Governor Dummer Academy facts:

Home countries of international GDA students (1997-98):

Germany
Korea
Nigeria
Canada
Japan
Guatemala
Hong Kong
Brazil
Thailand
Spain
Holland

Number of clubs and organizations available for membership at GDA: 34

Number of miles from GDA to Plum Island and the Atlantic Ocean: 5

Number of miles from GDA to Newburyport: 5

Number of miles from GDA to Boston: 33

Average number of students attending a Saturday Night Open House: 125

Average gallons of ice cream consumed during a Saturday Night Open House: 7

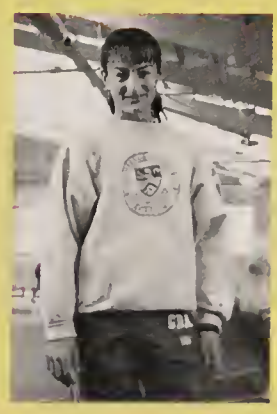
Newburyport, Massachusetts

Boston, Massachusetts

College Counseling

"Governor Dummer gives students many different areas in which to test themselves. Everyone has a chance to find his or her own spotlight. For some, that might be on the athletic field, while for others it might be in the classroom or on the stage. I went to GDA just to get an education; little did I know there'd be so much more!"

Rebecca Vieira'94
Harvard College



College Counseling

The Academy has maintained a tradition of preparing students academically and socially for college for more than two centuries. During that time, the number, variety and geographical diversity of colleges attended by Governor Dummer Academy graduates has increased dramatically.

Students have their first formal consultations with the Director of College Counseling in the junior year, when individual conferences are arranged for students and parents. After a careful assessment of the student's progress, the Director recommends consideration of several colleges and courses of study appropriate to the individual's needs and ambitions.

Several times during the year, the Director meets with the entire junior class to discuss college admissions, plans and strategies. Each student is given a copy of GDA's *College Counseling Handbook*, which describes the admissions process and answers students' questions about College Board Examinations, interviews, recommendations and related subjects. A College Day program, featuring a prominent college admissions officer as guest speaker, is presented annually for the benefit of students and their parents. Students also attend a college fair, where they meet with representatives from highly selective colleges, in the spring of their junior year.

More than 100 representatives of colleges and universities around the world visit the Academy annually to meet with Governor Dummer students and offer further admissions and curriculum guidance. GDA also maintains a college resource center that includes a computerized database offering information on colleges, occupations and financial aid. A laser network, providing videotaped views of more than 200 college campuses, complements the Academy's extensive library of college catalogs and viewbooks.

The Director of College Counseling guides seniors through the college application process, remaining available for further consultation to ensure that every student matriculates at a college that suits his or her specific needs.

Governor Dummer Academy facts:

Colleges and universities to which GDA students have matriculated in the last five years include:

Babson
Barnard
Bates
Berklee College of Music
Boston C.
Boston U.
Bowdoin
Brigham Young U.
Brown
Bryn Mawr
Colby
Colgate
College of Wooster
Columbia
Connecticut College
Cornell
Dartmouth
Denison
Duke
Emory-Oxford
Fordham/Catholic
Georgetown
Georgia Institute of Technology
Hamilton
Hampshire
Harvard-Radcliffe
Haverford
Hobart-William Smith
Holy Cross
Johns Hopkins
Kenyon
Lehigh
McGill
Middlebury
Mount Holyoke
Northeastern
Northwestern
NYU
Oberlin
Occidental
Pepperdine
Pomona
Purdue
Reed
Rensselaer Polytechnic Institute
Rhode Island School of Design
Rochester Institute of Technology
Scripps
Skidmore
Smith
Stanford
Trinity
Tufts
Tulane
U. Chicago
U. New Hampshire
U.S. Air Force Academy
U.S. Military Academy
U.S. Naval Academy
U. Texas - Austin
U. Toronto
U. Vermont
U. Virginia
UC Berkeley
UCLA
UNC - Chapel Hill
USC
Vanderbilt
Vassar
Wellesley
Wesleyan
Worcester Polytechnic Institute
Yale

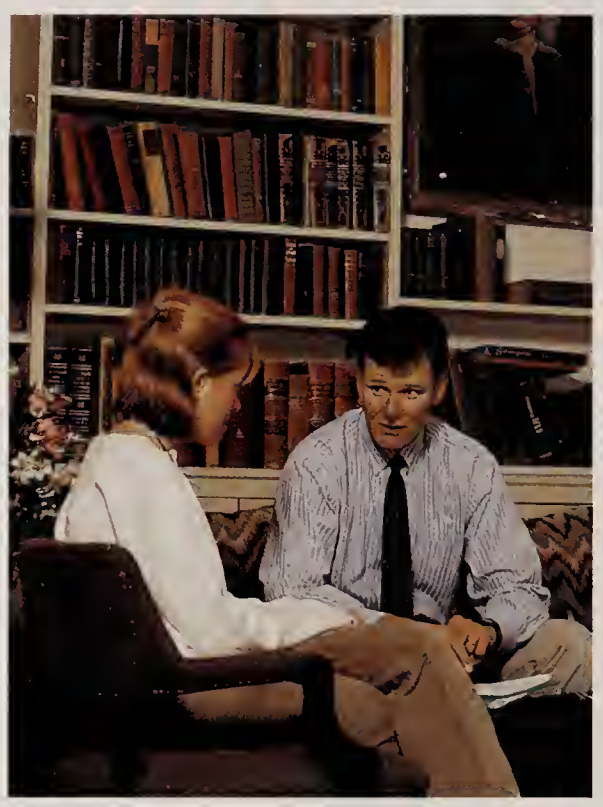
Guidance and Health Care

Governor Dummer Academy recognizes that students' needs sometimes encompass more than academics, athletics and extracurricular activities. The Academy therefore maintains a broad support system that encourages students to share their personal issues with their teachers, dormitory parents, peers and advisors in an atmosphere of warmth and confidentiality.

As advisors, GDA faculty members are mentors, confidants and advocates who make themselves available to all students. In addition to the formal advisor system, under which students and faculty members meet regularly, students may find help through the Academy's Counseling Group, which is composed of several experienced and trained faculty members led by the Director of Counseling. Senior dormitory proctors, chosen for their responsibility, sensitivity and generosity, also help in guiding students through the inevitable conflicts of adolescence.

The Director of Counseling conducts regular seminars in human relations and sexuality, drug and alcohol abuse, divorce and eating disorders.

The Academy also maintains the Duncan Health Center, which is staffed by registered nurses 24 hours each day, to meet students' medical needs. The eight-bed facility permits initial evaluation of health questions at all times. The school doctor is available at all times and makes regularly scheduled visits to the Academy three days a week. Complete medical services are available at the Anna Jacques Hospital in nearby Newburyport.



Governor Dummer Academy

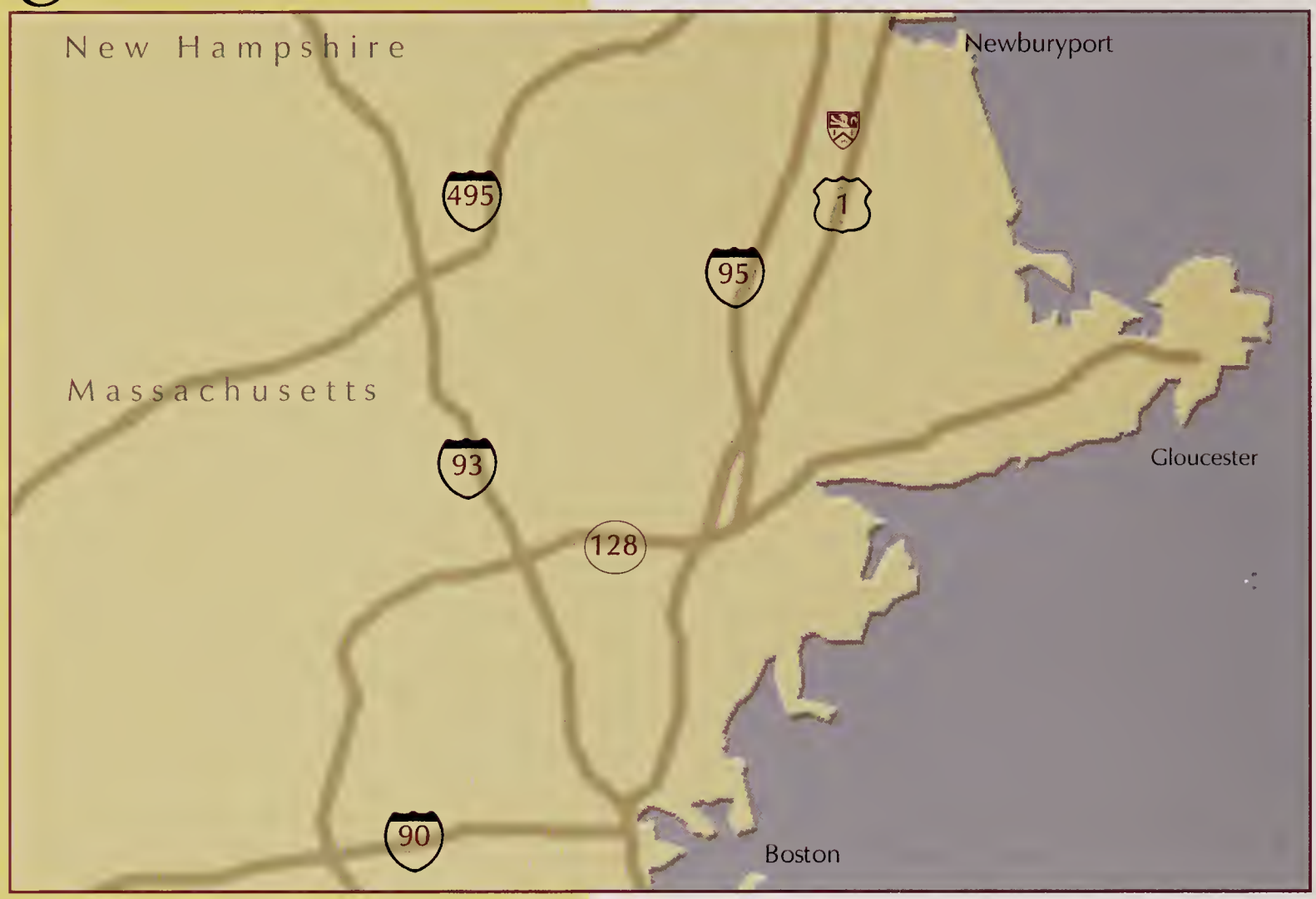
Byfield, Massachusetts

Established 1763

The oldest college preparatory boarding school for boys in America, Governor Dummer Academy was founded in 1763 through the will of Massachusetts Bay Colony Lieutenant Governor William Dummer. Co-educational since 1971, the Academy is a community of learners in which a carefully designed curriculum prepares students for success in college and continued learning throughout their lives. Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teacher's enthusiasm and then encouraged to explore their corollary interests in the spirit of continuing discovery. This process, which prepares students to meet and benefit from opportunities throughout their lives, is achieved through adherence to two abiding precepts of Governor Dummer Academy, maintained through the centuries: small classes and individual attention. Underlying these goals is the Academy's deep commitment to community service articulated in the GDA motto: "Non sibi sed aliis – Not for self but for others."

Parker River
Thurlow's Bridge
Atlantic Ocean (4 miles)
Farmhouse
Moody House
Morgan Tower
Morgan Cottage
Whipple Field
La Factorie
Evans Cottage
Annie B Phillips Dorm
Parking
Pescosolido Field House
Huggins Track & Field
Boynton House
Robert E. Anderson Lower Fields
Murphy-Frost Arena
Alumni Gymnasium
Middle Road
Perkins Dormitory
Morse Field
Navins Field
Parking
French Classrooms
French Student Center
Frost Building
Sager Bowl
Pescosolido Library
Kaiser Visual Arts Center
Thompson Performing Arts Center
Sunset Hill
Frost Library
Phillips Building
Parking
Noyes House (faculty)
The Milestone
1706
The Mansion House
Moseley Chapel
Little Red School House
To I-95
Commons
Schumann Science Center
Peirce Hall
Noyes Library
Mathematics - Science Center
Footbridge
Parsons Schoolhouse
Navins Home
Faculty Lane
Duncan Health Center
Ingham Dormitory
Elm Street
Eames Dormitory
To Boston (33 miles)
Newburyport Turnpike (U.S. Rt. 1)
Ould Newbury Golf Course
Mercer Home

Getting to GDA



From the North or South
Take Interstate 95 to Exit 55, Central Street, Byfield. Follow the red Governor Dummer Academy signs, which mark the route: From the ramp, turn onto a winding country road. Bear right at the intersection of Orchard Street and School Street and drive over a small bridge. Follow School Street to the stop sign at Elm Street. Turn left and travel another mile before turning left onto the campus at the GDA sign.

From the South *(alternate route)*
Take U.S. Route 1 north 33 miles from Boston. Three miles beyond the intersection of Routes 1 and 133, at the second blinking yellow light, is the entrance to Governor Dummer Academy, marked by a sign on the left. Turn left here, drive under the footbridge and turn right into the school at the GDA sign.

From the North *(alternate route)*
Take U.S. Route 1 four miles south of the Newburyport rotary to the flashing yellow light. The GDA sign will be on your right. Turn right onto Elm Street and drive under the footbridge to the next GDA sign on your right. Turn right onto the Academy's campus.

From the West
Take the Massachusetts Turnpike (Interstate 90) to Route 128 north. Take Interstate 95 north. *(Follow Interstate 95 directions above.)*

From the West *(alternate route)*
Take the Massachusetts Turnpike (Interstate 90) to Interstate 495 north. Follow Interstate 495 to Interstate 95 south. (Follow Interstate 95 south directions above.)

From Logan Airport
Take Route 1A north for a few miles to the intersection of Route 60. Take Route 60 to Route 1 north, and follow Route 1 to Interstate 95 north. *(Follow Interstate 95 directions above.)*

Other Means
Buses between Boston and Portland, Maine, stop in Newburyport. Taxis are available there for the five-mile drive to the Academy. The closest train station is in Ipswich, a ten-minute drive from GDA, where taxis also are available.

Curriculum & Course Descriptions 1997-98

Academic Requirements for Diploma

I. *Credits*

A. Successful completion of 16 credits including required courses

B. Two-semester majors = 1.0 credit; minors and one-semester majors = 0.5 credit.

C. Transfer credits require approval of the Academic Dean.

D. Repeated courses do not earn a new diploma credit but do count in the credit load for the semester or year.

II. *Distribution Requirements**

A. English - courses 11-12, 21-22, 31-32 and one in each semester from the 40s series

B. Mathematics - courses 11-12, 21-22 and 31-32 or 35-36

C. Social Studies - U.S. History and a two-semester course prior to U.S. History

D. Foreign Languages - courses 11-12 and 21-22 in any one language. Courses in 11-12, 21-22 and third-year in any one language for students enrolled in the Class of 1999 and thereafter. ESL students are not required to complete the foreign language requirement with permission of the Academic Dean.

E. Sciences - two two-semester majors (including SC 11-12 if entering freshman year) and SC 10 Health, if entering freshman or sophomore years

F. Fine Arts - Introduction to the Fine Arts in freshman year; thereafter, one course in art, ceramics, music, photography or theater

III. *Minimum Credit Load Per Year**

A. freshman year - 5.5 credits

B. sophomore year - 4.75 credits (most carry 5.25)

C. junior year - 4.5 credits (most carry 5.0)

D. senior year - 4.5 credits (many carry 5.0)

IV. *Other Requirements And Constraints**

A. Participation in the Humanities and Community Service programs is a diploma requirement.

B. Programs for sophomores, juniors and seniors must include at least four major courses in each semester. The freshman year program is fixed at five major courses and one minor course.

C. Seniors must pass all year-long and semester-length courses regardless of total credits accumulated prior to the senior year.

D. In year-long courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.

E. Students may not drop without penalty, change or add courses after three weeks into any semester.

F. Two-semester courses may not be discontinued at midyear.

G. Any student not meeting minimum academic achievement standards as outlined in the student rule book is subject to Academic Probation. Failure to meet the terms of Academic Probation or the terms of summer make-up work will render the student liable to dismissal from the Academy.

Academic Support Policy

Background

Governor Dummer Academy is entrusted with the dual roles of preparing students for selective colleges and furthering their growth as individuals in order to better enable them to lead purposeful and productive lives. Governor Dummer believes that students should be committed to learning and have a significant responsibility for their learning. Sufficient research has been done in education to have defined certain alterable variables that will improve the quality of education at Governor Dummer. These include improving the quality of instruction, clarifying the school's mission statement by defining specific outcomes and linking these outcomes to all programs and individual goals. Students will be responsible for their learning and for mastering well-defined content and skill outcomes. To this end, teachers provide quality instruction and significant encouragement in a college preparatory curriculum.

Teaching Philosophy

At Governor Dummer Academy, we are committed to helping students master our curriculum to the highest possible level. We establish clear learning objectives and assess mastery relative to those objectives. Teachers provide top quality classroom instruction, challenging homework assignments and extra help on a regular basis. They also serve as role models for life-long, active scholarship. We see education as a process of individual development nurtured by the care, encouragement, instruction and example of our extraordinary faculty.

Teachers employ a wide range of methods to ensure that all students can learn in ways that are most compatible with their own styles. Subjects are taught using active, student-centered learning techniques including cooperative learning, classroom debate, focused discussion, Socratic questioning, lectures and mock trials. Teachers frequently provide students with formal and informal critique and encouragement.

Assessment of mastery is often based upon written work produced by students in timed situations. Teachers also may use oral tests, performance tests, essays, research papers and artistic creations to permit students to demonstrate mastery.

The curriculum has been organized to permit qualified students to master the school's graduation requirements, which are outlined here.

Should a student struggle in a given course, he or she would be encouraged to take advantage of the extra help offered by the classroom teacher. Almost 70 percent of our faculty live on campus, and all make themselves available to their students. Further support may be available through outside tutors, to whom we provide classroom space. Such tutorial arrangements are contracted directly between students' families and the tutors. Periodically, we make available a study skills course at additional cost for those students who may benefit from additional instruction in the areas of time management, organization and work habits. (For more information, see the policy statement below.)

Our academic program is our highest priority and our greatest source of pride. It is the foundation upon which the "GDA experience" rests. Please do not hesitate to ask any questions of us as you come to know the Academy.

Policy Statement

The school wishes to be clear with parents and students about the curriculum adjustments that are available to help students master our academic program. No waivers of academic graduation requirements will be granted to students who are admitted to Governor Dummer Academy in September 1995 or thereafter. The school's academic graduation requirements are outlined in this document. Governor Dummer Academy offers only the following academic support to all its students:

Group extra help sessions are made available at regularly scheduled times during the school day and evening by the school's classroom teachers. All students are encouraged to attend these sessions when concepts are unclear.

Additional time on examinations conducted in class may be offered by classroom teachers. A student must request additional time, and the student and teacher

must negotiate an appropriate time period and venue.

Students may request preferred seating at semester-end final examinations. These arrangements must be made one week in advance and will be accommodated as resources permit. All students have 2.5 hours to complete semester-end final examinations, which are written to be completed within two hours.

Students may request individual adult tutors at an additional expense to the family. Generally, tutors are requested after students have availed themselves of extra help with appropriate classroom teachers.

If a student is unable to master a year of English during a school year, the student will be expected to enroll for an additional year at Governor Dummer to make up the year of English.

Students with learning differences that necessitate a nonstandard administration of the PSAT, SAT-I and SAT-II Subject Tests (formerly called "Achievements") must submit to the College Counseling Office a written evaluation from a qualified educational specialist and certification by Governor Dummer Academy's Academic Office as required by Education Testing Service no less than eight weeks prior to the specified test date. The Academic Office provides certification to those students who regularly avail themselves of extended time on examinations given within the school's curriculum after it receives written evaluations by certified learning specialists.

All students may avail themselves of a study and reading skills course provided on campus by an outside agency specializing in such instruction. While proper note taking, study skills and reading skills are discussed in the regular curriculum, the reading and study skills course is intended for those students who need or desire more rigorous instruction in these important skills. The cost of this outside course, which is offered every other year, must be paid by the students' families.

Governor Dummer Academy does not employ faculty skilled in the areas of remedial reading or writing as these terms are normally understood. The school has three laboratories, each offering 15 Macintosh computers, Microsoft Word word processing software and printers for students to use in preparing writing assignments.

Governor Dummer Academy provides a supervised evening study hall program limited to those students who are placed on Academic Probation and those students with a GPA below a 1.7 whose advisors recommend it. A Saturday morning supervised study hall is part of the evening study hall program, however any student may be recommended for this study hall by his or her teachers or advisor.

Courses completed in the summer will not count toward Governor Dummer Academy graduation requirements or a student's grade point average. The only exception for summer work is the second half of Algebra I, and then only with permission of the Mathematics Department. The school may require a student to do academic work during the summer to master content or skills not completed during the school year.

Governor Dummer Academy does not employ any certified learning specialists skilled in the area of learning differences or diagnostic evaluations. Families in need of such testing must arrange diagnostic testing with qualified persons outside the school at their own expense. Any adjustments in the academic program recommended by such testing would be limited to the academic support services outlined in this policy.

This policy is effective for all students with the following exception: The policy eliminating waivers of academic graduation requirements is effective for all students accepted and enrolled for the fall of 1995 and thereafter. Governor Dummer Academy reserves the right to make all final determinations regarding support services for its student body.

Course designations consist of a course number and a descriptive title, such as MA 21-22: Geometry. An odd number is generally offered only in the fall semester, even numbers in the spring semester. A course with a single number, such as HS 41: Chinese History, is a complete course in one semester. A two-number course, such as SC 21-22: Biology, is a year-long course requiring enrollment in both semesters. All courses listed in these pages are major courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as minor courses (0.25 credit per semester).

Special Sectioning

The Governor Dummer curriculum does not use "ability grouping" or "tracking by ability" as traditionally understood, especially in its younger classes. However, there are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for students with outstanding strengths and high motivation.

Accelerated sections exist in the science and foreign language programs. Similar to honors sections elsewhere, these special sections indicate greater challenge and competition compared to regular sections. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied, and the course therefore assumes more knowledge than the regular sections.

Honors sections in upper-level mathematics signify more demanding sections of these courses. The "honors" designation in science must be earned by selection and enrollment in special seminars concurrent with the regular course.

Many courses at the upper levels are designated as **Advanced Placement (AP)** courses or sections. The Advanced Placement Program of the College Board is designed to offer greater challenges through rigorous courses to able and ambitious students. It also provides a means of recognizing outstanding commitment and achievement; success on AP exams in May can earn college credit or advanced placement at the college entered. All students in AP courses are required to take AP exams. Those courses that traditionally produce students who succeed on the exams are designated as AP courses.

Students are selected for special sections on the basis of past achievement and evidence of commitment to learning, tested ability, departmental recommendations and student requests. When a special section is oversubscribed, the department chair and Academic Dean review the list for final enrollment decisions. On occasion, a scheduling conflict may preclude a particular student's participation in a special section.

English as a Second Language

ES 13-14 Advanced ESL This course is an intensive English-as-a-second-language course, taught at the advanced level, emphasizing reading, writing, listening and speaking skills. In addition to course work, students are required to communicate with people outside the community at least two hours per week.

ES 11-12 Intermediate ESL This course is identical to ES 13-14 with the exception that it is taught at the intermediate level.

College Entrance Requirements

Since most Academy students plan to attend college, college entrance requirements must be kept in mind in selecting courses. In many instances, especially at the highly selective colleges to which many of our students aspire, these requirements may exceed the Academy's minimum requirements for graduation. The College Handbook and the catalogues of the individual colleges are sources of informa-

tion, as are the departmental notes throughout this book.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum; to take the extra history course, to be sure to include a laboratory science in the junior and senior year and, when possible, to qualify for inclusion in accelerated, honors or AP sections.

Since many colleges require candidates to take the SAT II Subject Tests (formerly called Achievement Tests) - in addition to the SAT I - in at least three different areas (usually English; mathematics; and one in foreign language, American or European history or science) by December of the senior year, courses should be chosen with this in mind. Our students normally take these on two dates: in June of the junior year and in December of the senior year. A few sophomores find it advantageous and are advised to take one or two SAT II Subject Tests upon completion of the appropriate courses.

Course Offerings And Explanatory Notes

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. It is possible that a course listed herein will not actually take place if enrollment is deemed insufficient, or will change semesters if enrollments so dictate. Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details restrictions that apply to juniors and seniors considering participation in the Senior Spring Projects Program.

Choosing A Program Of Study

Decisions concerning the selection of courses — made in consultation with the student's advisor — must account for the factors mentioned above. Choices made at the end of the freshman and sophomore years have a very important impact in the two crucial years - junior and senior - in the college admission process.

English Department

EN 11-12: Freshman English (two semesters) This course is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature is organized around two core books: *The Odyssey* in the first semester, and *Romeo & Juliet* in the second semester. Students will study other genres of literature, particularly poetry, short stories and the novel, in conjunction with the exploration of themes of family, adolescence and honor in *The Odyssey* and *Romeo & Juliet*. Students will also study vocabulary weekly, a practice that will continue through a student's four years at Governor Dummer. Students will take vocabulary competency examinations three times during the year. Students will practice writing critical analyses, personal and creative essays, plays and poetry through weekly compositions. Grammar will be studied formally and prescriptively through exercise correction and rewriting of student essays. Competency examinations in grammar will be given in this course, and will be repeated in varying forms and at varying periods throughout a student's four years of English.

EN 21-22: Sophomore English (two semesters) The theme for the sophomore year is voice. Through the study of literature and writing, students will discover the presence and power of voice in the written word. Who am I? What does my voice sound like? Do I have a voice? Why is voice important? These are some of the questions that will be explored during the year. The first semester of this course will be devoted almost entirely to composition practice and development. Formal and prescriptive work in grammar and punctuation will be combined with workshop techniques in process writing to encourage peer criticism, prewriting, rewriting and conferencing with teachers. Students will study and practice the form of the argumentative essay throughout the year. Students will be expected to pass a competency persuasive essay paper as part of the first semester exam. During the remainder of the year, students will undertake the study of two literary genres — poetry and drama. Lengthy assignments in outside reading will broaden through literature students' consciousness and desire to read. Competency examinations will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and structural irregularities. In addition, students will take vocabulary competency examinations three times during the year.

EN 31-32 Junior English (two semesters) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance and irony; and it introduces longer and more complex examples of the genres studied in sophomore year (poetry and drama). Drama is examined for its theatrical, as well as literary value. In addition, the first semester explores the theme of growing up in America through the novels, short stories, poems and essays of a variety of American authors, including Stephen Crane, Annie Dillard, Ernest Hemingway, Amy Tan, Alice Walker and Richard Wright.

EN 33-34 AP Junior English (two semesters) This extensive and intensive course in literature and writing will provide an academmic challenge for highly motivated students of English. While students will study numerous texts from a variety of periods, much of the literature will focus on the non-fiction and fiction of American literature. In addition, students will write in a variety of forms — persuasive, expository and narrative. The course will meet four times each week and will require supplementary work over the summer and during vacations. Students must maintain a B+ or higher average for sophomore English, receive the recommendation of their teachers and submit analytical essays in order to be considered for this course. Selection will be made by the English Department. Students must sit for the AP Language and Composition Exam in May.

Senior English To fulfill the English requirement, each senior will select one fall- and one spring-semester course from those listed as the 40s series on the pages that are produced separately in the month of May. These courses are designed by individual senior teachers to deepen the study of a particular writer, theme, genre or historical period, and a number of them are new each year. Samples of past courses are printed below:

Creative Writing Workshop Although students will be asked to write, initially, in each major form - the poem, short story, drama and essay - they will then be encouraged to work at length and in depth in one form of their own choosing. There will be three class meetings and one individual conference each week. At the end of the spring, an anthology including the best of each student's writing will be published.

A Foray Into Modernism What's going on in the twentieth century? Is the "self" finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into "modernism," we will try to get a handle on the twentieth century by reading works of some of the best British and American literary minds of the first half of the century. We also will investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will include Conrad, Yeats, Hardy, Eliot, Joyce, Woolf, Beckett and Owen.

Students also will take vocabulary competency examinations three times during the year in all of these courses.

Because of scheduling difficulties, first and even second choices are not always possible to arrange; four priorities for each semester should be clearly indicated on the student's special Senior English registration sheet in May.

EN 51-52 AP Senior English (two semesters) This course is designed as a first-year, college-level English course. Students will study extensively and intensively a variety of works from both the American and English literary traditions and from various time periods from the sixteenth century to the twentieth century. By confronting challenging reading and writing assignments, students will learn to become skilled, mature, critical readers and to become practiced, logical, succinct writers. Students must maintain a B+ average in Junior English to be eligible to take this course. It will meet for an additional class period each week, and there will be additional reading during the summer and other vacations. Students must sit for the AP Literature and Composition exam in May. Students also will take vocabulary competency examinations three times during the year.

Mathematics Department

The core program includes Algebra I, Geometry and Algebra II as required courses. The focus is on the symbolic language of algebra, geometric objects, sound arguments and first exposures to functions, graphing, problem solving and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations and experience applying appropriate concepts and strategies in given situations.

MA 11-12: Algebra I (two semesters*) This is a logical development of a first course in algebra - the foundation - emphasizing basic concepts, understanding and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), applied problem-solving, graphs, exponents, radicals, linear and quadratic relations, factoring, rational expressions, equations and inequalities.

**A special section of MA 11 may (depending upon enrollment) be offered in the spring semester for those requiring a fresh start in Algebra I. Students will be required to complete MA 12 during the ensuing summer before entering Geometry (MA 21-22) the next September.*

MA 21-22: Geometry (two semesters) Students are introduced to Euclidean Geometry in this course. The challenge of solving problems using the components of deductive structure and employing traditional, coordinate and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on each other.

MA 31-32: Algebra II with Trigonometry (two semesters) This is an intermediate course that redevelops the concepts of MA 21-22 and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; conic sections; rational, real and complex number systems; and introductions to exponential, logarithmic and trigonometric functions. Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. Students will also apply these concepts and skills to solving real world applied problems. (Students are ready for the Math Level I Achievement Test after MA 32.)

MA 35-36: Honors Algebra II (two semesters) This honors course offers deeper coverage of the topics considered in MA 31-32 and introduces sequences, series and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment requires departmental recommendation. Students are ready for the Math Level II Achievement Test after MA 36.)

Placement in all higher mathematics courses is decided by the department.

MA 41: Finite Mathematics (fall; half-credit; not offered in 1997-98) Topics from linear functions and relations, elementary matrix algebra, and linear programming - both graphical and Simplex methods - are investigated along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (Precalculus) but for whom more mathematics will be useful in business and social science studies. A traditional precalculus course probably should follow this course prior to the study of calculus in college. (Seniors only. Students are ready for the Math Level I Achievement Test in the winter.)

MA 42: Probability and Statistics (spring; half-credit; not offered in 1997-98) Through the study of elementary combinatorics, probability, and descriptive statistics students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians, and the like who bombard us with "evidence" for taking their positions. (Seniors and those juniors who complete MA 32 in the fall. Students are ready for Math Level I Achievement Test in June.)

MA 43-44: Algebra III (two semesters) This course is intended for juniors and seniors who have already completed Algebra II but need strengthening and reinforcement before the Mathematics Department deems them ready to proceed to Precalculus. Topics in algebra, trigonometry, probability and statistics will be explored, as well as other special mathematical projects. (Students are ready for Math Level 1 Achievement after MA 44.)

The two precalculus courses — MA 45-46 and MA 47-48 — continue the traditional route from arithmetic through algebra and analysis to calculus, either in high school or college. Precalculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for Math Level I Achievement Test if taken in December, and Math Level II Achievement Test at the June session.

MA 45-46: Precalculus (two semesters) As the traditional route, this is a review and extension of material from the first three courses: algebraic structure and proof,

elementary functions, conic sections, sequences, binomial theorem and mathematical induction and elementary probability. Introduction to the ideas of calculus is also included. This first course beyond the Academy's requirement is strongly encouraged as the goal for all students. It has fast become a necessary part of a fuller education, useful to those wishing to maximize their options for college majors and employment opportunities as well as those aspiring toward the sciences or mathematics. (MA 51-52 is the usual sequel.)

MA 47-48: Honors Precalculus (two semesters) This honors course offers deeper coverage of the material developed in precalculus, along with additional topics. The elementary functions are completely explored with the assistance of a graphing calculator. Other areas such as limits, mathematical induction, polar coordinates and vectors will be included in the course. In the last third of the course, students will start AP calculus and complete differential calculus of polynomial functions. (AP Calculus is the usual sequel.)

MA 51-52: Applied Calculus (two semesters) The target audience for this course includes those students who have completed the precalculus course but are not deemed ready for the Advanced Placement Calculus courses (below) or have chosen not to take on the extra commitment implicit in the Advanced Placement courses. Topics covered will be introductory limit theory, continuity, differential and integral calculus of elementary functions and graphing. An emphasis will be placed on applied real-world problems from business, physical science and life sciences. (MA 45-46 or MA 47-48 is a prerequisite.)

MA 53-54: AB-Calculus (Advanced Placement; two semesters) This introduction to calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and economics, physical sciences and life-sciences. (MA 47-48 is the usual prerequisite. The Advanced Placement Exam administered in mid-May is required.)

MA 57-58: BC-Calculus (Advanced Placement; two semesters) In addition to the material covered in AB-Calculus and not already covered in MA 48, topics include limit theory (via sequences and epsilon-delta), continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors and parametrics. (MA 47-48 or MA 53-54 is a prerequisite. The Advanced Placement Exam administered in mid-May is required.)

MA 61-62: Advanced Topics in Mathematics (two semesters; minor course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from discrete mathematics and non-linear dynamical systems, perhaps to include some topics from calculus and problem solving. In this way the student's background will be broadened before beginning a major in mathematics.

MA 63-64: Advanced Topics in Mathematics (two semesters; major course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from linear algebra and matrices and from number theory, perhaps to include some topics from calculus and problem solving. In this way the student will develop a broader background and will be better prepared to read mathematics in college. A project is likely to be involved.

CS 20 Topics in Computers (fall; half-credit) This course examines computers as tools for the mind: It is an extension of the mind that allows humans to be more productive and more inquisitive. Incorporating the history, anatomy, uses and misuses of computers, the course's lectures will cover the evolution and design of computer hardware, while an integrated lab will introduce students to the major software tools that can benefit their academic, personal and career efforts. Emphasis will be placed on microcomputers, with focus on word-processors, spreadsheets and graphics. (Sophomores, juniors and seniors; enrollment limited to 14 each semester)

CS 40: Pascal Programming (spring; half-credit) This is an introductory course in computer programming using the Pascal language on the Macintosh computer. The course covers such topics as top-down design, modularity in program, repetitive and conditional execution, parameter passing, recursion and some sorting techniques. The focus of the course will be structured programming style. Some discussion on the problems and limitations of numerical applications using the computer will be included. There are no prerequisites for this course, but it is essential that the student be familiar with the concepts of algebra. (Sophomores, juniors and seniors; enrollment limited to 14 each semester)

Notes:

1. The Mathematics Department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business degrees will need to study mathematics in all four years.

2. Placement in courses subsequent to Geometry will be determined by the Department's recommendation. Exceptions require written permission of the chair and current teacher.

3. Students who have completed Precalculus (MA 45-46 or 47-48) are advised to take the Math Level II Achievement Test. Those who are only halfway through Precalculus or at the end of Algebra II and Algebra III are advised to take the Math Level I Achievement Test. Those who have not completed Algebra II are not fully prepared for either test.

4. Very strong students of Algebra 1 (B+ or better) who have more than an abiding interest in mathematics/science may take Geometry and Honors Algebra II concurrently in the sophomore year with the approval of the Advisor, the Department Chairman and the Academic Dean. It is not permitted to double up with Geometry and regular Algebra II when trying to accelerate a full year in the mathematics program.

5. Students completing the mathematics requirement prior to the junior year who wish to terminate MA 43-44 or the study of mathematics must earn departmental approval on Level I Achievement or enroll in MA 45-46. Only very special circumstances would warrant approval of termination of mathematics study before senior year.

6. Students enrolled in any of the following upper-level courses may not discontinue these yearlong commitments at semester break in January: MA 43-44, MA 45-46, MA 47-48, MA 51-52, MA 53-54, MA 57-58, MA 61-62 and MA 63-64.

7. Students will be required to have a graphing calculator throughout the mathematics program. Beginning with MA 31-32, they will be required to use an advanced scientific graphing calculator made by Texas Instruments - the TI 83. Computer software packages in spread sheets, graphing programs and statistics programs also will be woven into the program's curriculum.

History and Social Studies Department

HS 11-12: Heritage and Identity (two semesters) This introductory course teaches basic skills and examines how historical heritage and personal decision-making shape values and identity. A different topic is studied in depth each quarter: ancient Greece, ancient Rome (and their influence on Western civilization); the Holocaust (using the *Facing History and Ourselves* curriculum); and an examination of local,

national and world geography that focuses on environmental issues as well as the student's own sense of roots and place. (Normally in freshman year)

HS 21-22: Modern European History (two semesters) The first quarter examines the significance of revolutionary ideas in western Europe, from the Renaissance and Reformation through the Enlightenment and from the Scientific Revolution to the Industrial Revolution, including the advent of Marxism. Two political revolutions that result are studied in the second quarter: the French Revolution and the Russian Revolution of 1917. The march of nationalism to imperialism and The Great War is the focus of the third quarter, while modern totalitarianism, in the form of Nazism and Stalinism, is studied in the last quarter. (Normally for sophomores)

HS 31-32: United States History (two semesters) This chronological survey focuses upon significant governmental, social and economic issues and developments in the nation's history. Students work from primary and secondary sources, write frequent position papers and analytical essays and research and write a 10- to 15-page thesis. (Prerequisite: two semesters of history. Junior or senior year)

HS 33-34: AP United States History (Advanced Placement; two semesters) This section will undertake a more intensive study of American history. The syllabus will emphasize work with documents and analytical work in political, economic, constitutional and social history of the United States. Students are required to take the AP exam in May, and to write a major research paper. (Departmental approval is required. Junior or senior year)

All remaining History Department courses are generally limited to one section:

HS 37: Post-War America (fall; half-credit) *From Yalta to Megatrends* This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam and Watergate. We also will consider America in the '80s under President Reagan and conclude by speculating about the future. Especially suitable for American History Achievement Test preparation as a senior. (Normally for seniors)

HS 39: Women's Issues in American History (fall; half-credit) This course will chart the struggle for women's equality beginning with the colonial period and ending with the modern feminist era. Issues examined will include women's suffrage, women's educational opportunities, abortion rights and workplace equality. (Prerequisite: HS 31-32 or HS 33-34. Normally for seniors)

HS 41: Modern Chinese History (fall; half-credit) The course examines the collapse of "traditional China," the rise of Communist China and the agonies it has undergone as it has attempted to join the twentieth-century world. (normally for seniors)

HS 44: African History (spring; half-credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course also will provide a basic framework by which to study the region. (Normally for seniors)

HS 48: Middle Eastern History (spring; half-credit) This course will emphasize the political history of the Middle East during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (Normally for seniors)

HS 51: Macroeconomics (fall; half-credit) This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The thoughts and theories of Adam Smith also are investigated. Students also write several case studies and participate in a stock market project. (Normally for seniors)

HS 52: Microeconomics (spring; half-credit) In this course the student will undertake a detailed examination of firms and industries within the world and national economy. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from theoretical and practical standpoints. The lives and works of economists are investigated, with special emphasis placed on the works of John M. Keynes and Karl Marx. Students also write several case studies and participate in a stock market project. (Normally for seniors)

HS 63/64: Introductory Psychology (fall or spring; half-credit) This course introduces students to the discipline of psychology as a science and to the actual practice of psychology. Areas covered include methods and history, physiological bases of behavior, perception, learning, cognition and motivation. Also addressed are the major areas of personality theory, developmental psychology, psychopathology and treatment of psychological disorders. Students interested in taking the AP exam in psychology should take this course in the spring. (senior year only)

HS 65: American Society: Prejudice and Discrimination in America Today (fall; half credit) The first semester of this course looks at how African-Americans, Native Americans and Hispanics are discriminated against socially, politically and economically in America today through contemporary literature and film. (Normally for seniors)

HS 66: American Society: Prejudice and Discrimination in America Today (spring; half credit) The second part of this course examines through essays, contemporary literature and film, how women and homosexuals are discriminated against socially, politically and economically in America today. (Normally for seniors)

Foreign Language Department
French

FR 11-12: French I (two semesters) This course introduces basic French communication skills, both oral and written. Basic grammar is presented, along with an introduction to French civilization and readings. Most course work is conducted in French, and the Language Lab is used.

FR 21-22: French II (two semesters) This course reviews and extends the goals of first-year French. Most course work is conducted in French, and the Language Lab is used.

FR 31-32: French III (two semesters) In this course, the work in basic communications skills is continued, while the student is introduced to French literature and history. Most course work is conducted in French.

FR 33-34: Accelerated French III (two semesters) This course is a more rigorous and intensive version of FR 31-32. It is designed for the more motivated and capable foreign language student. Successful completion of this course prepares the

student for the (optional) French SAT II Test and for the fourth-year level.

FR 41-42: French IV (two semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar, work on essay writing, translation, preparing and delivering speeches, memorization and reading from current publications. Most course work is conducted in French. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

FR 43-44: Accelerated French IV (two semesters) This course is a more rigorous and intensive version of FR 41-42 described above. It is designed for the more motivated and capable foreign language student. (With departmental approval, students may opt to participate in the Advanced Placement Examination program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be required to take the AP exam in addition to the final exam.)

FR 51-52: French V (two semesters) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

FR 53-54: Accelerated French V (two semesters) The description for this course is the same as that for FR 43-44. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

FR 91-92: French Independent Study (two semesters; minor course) This individualized literature tutorial is available to motivated students with near-native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent of the appropriate Foreign Language Department instructor at the time of registration (i.e., prior to June 1). (Note: This course is not open to native speakers.)

German

GR 11-12: German I (two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are introduced. Most course work is conducted in German, and the Language Lab is used.

GR 21-22: German II (two semesters) Basic mastery of grammar underpins this course, with more emphasis on writing and vocabulary acquisition. Students develop a broader, more confident, active command of the language. Readings serve to introduce students to more idiomatic expressions. Most course work is conducted in German, and the Language Lab is used.

GR 31-32: German III (two semesters) Concentrated work in communication skills, as well as active use of grammar highlight this course. The student is also introduced to German civilization, history and literature. Films and outside speakers also are part of the course. Completion of this course prepares students for the German Language SAT II test (optional).

GR 41-42: German IV (two semesters) This course includes an intensive review of grammar, regular writing assignments, discussion of current events and a survey of German literature. Most course work is conducted in German. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

GR 51-52: German V (two semesters) The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

GR 91-92: German Independent Study (two semesters; minor course) This individualized literature tutorial is available to motivated students with near-native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration (i.e., prior to June 1). (Note: This course is not open to native speakers.)

Latin

LT 11-12: Latin I (two semesters) This course presents basic grammar and vocabulary. Elementary Latin readings are considered, and much work on translation takes place. An introduction to Roman life is part of the course, and the Level I National Latin Exam is offered.

LT 21-22: Latin II (two semesters) The study of basic and more complex grammar, vocabulary and translation continues in this course. Students progress from reading edited Latin toward selections from Julius Caesar. An introduction to mythology is part of the course, and the Level II National Latin Exam is offered.

LT 31-32: Latin III (two semesters) In addition to an intensive review of grammar and vocabulary, readings from Cicero, Ovid and other authors are studied and discussed. Emphasis is placed on improving translation skills and the discussion of literary and cultural themes. An introduction to Latin verse is included in the Ovid component, and the Level III National Latin Exam is offered. Completion of this course prepares the student for the Latin SAT II Test (optional).

LT 41-42: Latin IV (two semesters) This course continues to emphasize grammar and vocabulary review, and to strengthen translation skills. The focus of the course is literary, with concentration on Virgil's *Aeneid* and the poetry of Horace and Catullus and the writings of other authors. The elements of Latin poetry are studied further, and the Level IV National Latin Exam is offered. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

LT 51-52: Latin V (two semesters) The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. The Level V National Latin Exam is offered. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

LT 91-92: Latin Independent Study (two semesters; minor course) This individualized literature tutorial is available to motivated students with excellent language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration (i.e., prior to June 1).

Spanish

SP 11-12: Spanish I (two semesters) This course introduces basic Spanish communication skills, both oral and written. Basic grammar is presented, along with an introduction to Hispanic civilization and readings. Most course work is conducted in Spanish, and the Language Lab is used.

SP 21-22: Spanish II (two semesters) This course reviews and extends the goals of first-year Spanish. Most course work is conducted in Spanish, and the Language Lab is used.

SP 31-32: Spanish III (two semesters) In this course, the work in basic communications skills is continued, while the student is introduced to Hispanic literature and culture. Most course work is conducted in Spanish.

SP 33-34: Accelerated Spanish III (two semesters) This course is a more rigorous and intensive version of SP 31-32 described above. It is designed for the more motivated and capable foreign language student. Successful completion of this course prepares students for the (optional) Spanish SAT II Test and for the fourth-year level.

SP 41-42: Spanish IV (two semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar, work on essay writing, translation, preparing and delivering speeches, memorization and reading from current publications. Most course work is conducted in Spanish. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in Spanish will have the designation "AP" added to their transcripts and will be *required* to take the exam.

SP 43-44: Accelerated Spanish IV (two semesters) This course is a more rigorous and intensive version of SP 41-42 described above. It is designated for the more motivated and capable foreign language student. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be required to take the AP exam in addition to the final exam.)

SP 51-52: Spanish V (two semesters) The description for this course is the same as that for SP 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in Spanish will have the designation "AP" added to their transcripts and will be required to take the exam.

SP 53-54: Accelerated Spanish V (two semesters) The description for this course is the same as that for SP 43-44. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be required to take the AP exam in addition to the final exam.

SP 91-92: Spanish Independent Study (two semesters: minor course) This individualized literature tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration (i.e., prior to June 1). (Note: This course is not open to native speakers.)

***Native speakers** who need co-validation for their governments/schools must take advanced level examinations. Upon successful completion, credit will be granted by the Department. If a native speaker elects to take a foreign language, it must be a language other than his/her native language.*

Notes:
1. Students considering the major liberal arts colleges should plan to take at least three years of one foreign language. Colleges are impressed by students who take the full sequence of one language.
2. Students should be at the third-year level or higher before taking a College Board Achievement Test in a foreign language.
3. Students beginning a language at GDA will find the language available through the fourth-year level. The Academy also tries to hold to a policy of offering as advanced a level as students require.

Science Department

SC 11-12: Science 2000 (two semesters; required of all freshmen) An interdisciplinary study of the major scientific disciplines and the central unifying themes of science that will provide the background and skills necessary for further study of chemistry, biology and physics. Emphasis is placed on laboratory work and field studies of the local environment, as well as the development of computer literacy and environmental awareness.

Upper-Class Science Courses:

SC 10: Health (one quarter; minor course) The focus of this course will be the acquisition of health knowledge and decision-making skills that will encourage students to promote wellness, avoid injury and prevent disease. In learning to appreciate one's role in the health and well-being of self, family and community, students should acquire lifelong healthy habits and practices.

SC 21-22: Biology (two semesters) A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction and continuity of life. The student is introduced to the nature of science through biological models. (Sophomore, junior or senior year)

SC 23-24: Accelerated Biology (two semesters) An introductory biology course emphasizing the relationships among living things at each level of organization. Laboratory work illustrates and emphasizes these relationships. (Prerequisite: one year of chemistry. Also recommended: physics. Sophomore, junior or senior year)

SC 25-26: AP Biology (two semesters) This course is designed to prepare students for the College Board Advanced Placement exam in biology. This course covers the material expected in a first-year college level introductory biology course. This course meets for one additional laboratory period, compared to a standard GDA science course.

SC 27: Ecology (one semester; half-credit) This course begins by introducing students to basic concepts of ecology: the relationships between organisms, the elements in the environment and the concept of evolution. These ideas are used as the underpinnings for later discussions of the pressing environmental issues we face today. Many laboratories are conducted outdoors with the integration of computer simulations and indoor lab work to bolster understanding. (Prerequisite: one year of biology and one year of chemistry or physics, completed or being studied concurrently. Junior or senior year)

SC 28: Marine Science (fall or spring; half-credit) This study is a second-year science course considering the basic principles of biology as they relate to the oceans. Consideration also will be given to the geology, chemistry and physics and ecology of marine systems. (Prerequisite: one year of biology and a year of chemistry or physics, completed or being studied concurrently; junior or senior year)

SC 31-32: Chemistry (two semesters) This course presents a general introduction to chemical theory and laboratory procedures. (Sophomore, junior or senior year)

SC 33-34: Accelerated Chemistry (two semesters) An introductory course for students with strong aptitudes and a strong interest in science, this course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than the regular sections of Chemistry. (Sophomore, junior or senior year)

SC 35-36: Applied Chemistry (two semesters) In this laboratory course, students will learn basic chemical principles through investigation of chemistry's impact on society. Environmental issues currently confronting our society and the world will serve as a basis for introducing the chemistry needed to understand them. Students will explore how chemical concepts apply to their daily lives and the world around them. (Sophomore, junior or senior year)

SC 37-38: Advanced Chemistry (two semesters; minor course) This course offers a review and further development of the first-year chemistry course, including projects or topics chosen by the students and the instructor as time permits. Completion of two years of chemistry, or Accelerated Chemistry followed by Advanced Chemistry, results in an introduction to all the major topics in a college freshman curriculum. (Prerequisite: One year of chemistry; junior or senior year with permission of the Department)

SC 41-42: Physics (two semesters) This course is designed for the student who probably won't pursue science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the twenty-first century. An extensive amount of laboratory work using microcomputer based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry also is a goal of the course. At the completion of the course, students should be more able to make responsible decisions regarding science in an age of increasing technological complexity. (Junior or senior year)

SC 43-44: Accelerated Physics (two semesters) This is an introductory physics course covering traditional topics in mechanics, dynamics, wave motion, modern physics and electricity. While an experimental approach to developing concepts is emphasized, problem-solving also is stressed. The course includes outside activities such as Amusement Park Physics and Physics Olympics. It is not intended to be an AP course, but is a prerequisite for Advanced Physics. Students must have completed MA31-32. (Junior or senior year.)

SC 45-46: Conceptual Physics (two semesters) Conceptual physics is a laboratory course that builds understanding with concepts before computation. Physical phenomena are explained in English first. Physics algebraic relationships are then used as guides to thinking. Finally, physics problems are solved as a way of verifying students' understanding of concepts. The course deals with mechanics, kinematics, wave theory and other topics. The texts for the course are *Conceptual Physics* by Hewitt and *Problem Solving Exercises in Physics* by Hickman. Extensive use is made of the software program *Interactive Physics* to model physical systems. Students must complete Algebra II prior to taking this course.

SC 47-48: Advanced Physics (two semesters; minor course) This course presents a review and continuation of Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, relativity and quantum mechanics. This course is especially useful to students planning to take the Physics Achievement Test in December. Students can also prepare for the AP exam; concurrent calculus is recommended. (Prerequisite: One year of physics; generally senior year, with permission of the Department)

SC 51: Electricity I (one semester) This is a course in DC and AC network analysis. Resistive, capacitive and inductive elements are examined in various circuits. The course has a heavy laboratory orientation and is particularly useful for those studying chemistry and planning to study physics. (sophomore, junior or senior year; not offered in 1997-98)

SC 54: Electricity II (one semester) This is a programmed, independent-study course in advanced circuit analysis, tubes and transistors and basic electronic devices such as power supplies, amplifiers and oscillators. (junior or senior year; not offered in 1997-98)

SC 55-56: AP Physics (two semesters) This is a second-year physics course that covers the concepts of the B-level College Board Advanced Placement exam. There is special emphasis on electricity, magnetism, quantum mechanics, thermodynamics, angular motion and relativity. While not a laboratory course per se, experiments will often be included in the curriculum.

SC 81-82: Science Honors Research Program (two semesters) This "extra credit" program applies to any science course. A research project - including readings, laboratory work, a paper and a defense - is available with the approval of the student's current science teacher and the Department. Successful participation produces an accounting in the year for the primary course and attachment of the designation "Honors." This provides the student the opportunity to *do* some science.

SC 91-92: Independent Study in Science (two semesters; minor course) This program requires planning with and written consent of a Science Department instructor at the time of registration, i.e. prior to June 1.

Notes:
1. All students, especially those contemplating the study of science, engineering or medicine in college, should include chemistry, biology and physics in their programs. They should plan to take College Board Achievement Tests in at least one science and mathematics.
2. Potential science, engineering and pre-med majors are strongly urged to take chemistry first and then (accelerated) biology or physics.
3. Potential science, engineering and pre-med majors who plan to study each of the three basic science courses are advised to follow this sequence: chemistry, physics, accelerated biology. Advanced minor courses in chemistry and/or physics are strongly recommended.
4. In all cases, students should follow the recommendations of the Science Department. Any deviation from these recommendations must be approved by the chair of the Science Department.

Note: *The remaining offerings, except for Introduction to the Fine Arts and Performance, are not open to freshmen.*

Fine Arts Department

FA 11-12: Introduction to the Fine Arts (two semesters: minor course) Students are introduced to the world of fine and performing arts through both historical and applied, creative experiences. The course considers choral work, music, theater and movement and two- and three-dimensional visual arts/drawing. It also provides exposure to the faculty of the Fine Arts Department. There is a student charge for materials of $12. (Required of all freshmen)

Visual Arts

VA 21: Animation Course (fall or spring; half-credit) This is an introductory course for students who are interested in learning the process of making an animated film. Students will be introduced to animated filmmakers, as well as different types of animation. They will be required to make storyboards, write scripts, edit and put sound to films. The major part of the course is involved in completing a three-minute film. Classes meet for 90 minutes twice each week. A lab fee of $40 is required.

VA 23/24: Computer Art (fall or spring; half-credit) Students in this course will produce works of art using various computer programs, including Adobe Photoshop, Fractal Design Painter, Avid Videoshop, Adobe Premiere, Specular LogoMotion and others. A lab fee for storage (Bernoulli or Syquest cartridge) is required. Enrollment is limited to eight students.

VA 31/32: Ceramics Studio (fall or spring; half-credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel-throwing, glazing and kiln use. Ninety-minute classes meet twice a week. There is a student charge for materials of $50. (Limited to one section per semester.)

VA 41/42: Photography Studio (fall or spring; half-credit) This is a basic studio course in black-and-white photographic techniques, with emphasis on visual perception and expression, the camera and darkroom skills. A 35-mm camera (with adjustable aperture and shutter speed) and a light meter is advisable but not required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. Ninety-minute classes meet twice a week. There is a lab fee of $35, and students typically spend another $75 to $100 for personal photographic supplies. (Seats reserved in equal numbers for all three upper classes)

VA 51: Introductory Studio Art (fall or spring; half-credit) This course is designed for the student who wishes to explore art and is curious to learn about the creative process. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional drawing, design and graphic techniques and three-dimensional design. Projects will be assigned in the following media: pencil, block print and acrylic painting. Student work will be shown in both annual student exhibits. Ninety-minute classes meet twice per week. A lab fee of $40 is required. (Limited to one section per semester)

VA 53: Intermediate Studio Art (spring; half-credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis will be placed on drawing and painting, with attention given to the Advanced Placement requirements. One-hour classes meet four times weekly. Work is required for exhibit. A lab fee of $30 covers the cost of supplies.

VA 57-58: Advanced Studio Art (Advanced Placement; two semesters) This course is for the student who has a serious commitment to the arts and is interested in fulfilling Advanced Placement requirements.

Student name: Connor Bergmann — Semester: Fall

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:55	School meeting	Advisor/Class	Chapel	School meeting	School meeting
8:00-9:00	A1 AP U.S.History	8:00-9:30 D1 Photography	A2 AP U.S.History	8:00-9:30 D2 Photography	A3 AP U.S.History
9:05-10:05	B1 Junior English	9:30-9:55 Break	B2 Junior English	9:30-9:55 Break	B3 Junior English
10:05-10:25	Break	9:55-11:25 E1	Break	9:55-11:25 E2	Break
10:25-11:25	C1 French III	Accelerated Physics	C2 French III	Accelerated Physics	C3 French III
11:30-12:00	F1 Chorus	F2 Chamber Ensemble	F3 Study	F4 Chorus	F5 Chamber Ensemble
12:00-12:30	G1 Chorus	G2 Chamber Ensemble	G3 Lunch	G4 Chorus	G5 Chamber Ensemble
12:30- 1:00	H1 Lunch	H2 Lunch	H3 Study	H4 Lunch	H5 Lunch
1:05-2:35	I1 AP U.S.History	1:05-2:35 I2 AB Calculus	I3 Afternoon Program	1:05-2:35 I4 AB Calculus	I5 Accelerated Physics
2:40-3:10	J1 Study	J2		J3	J4 Study

Along with studio work, students will be required to do readings from artists' essays and other related readings. Considerable independent work is expected, in addition to in-class assignments. Students will devise their independent programs, conceive and carry out the projects. The first semester will be focused on drawing and painting with particular emphasis on the human form. The second semester will be on a concentration and preparation for the AP Examination in May. The course involves four hours of supervised work and one hour of independent work per week. A lab fee of $60 is required. (Permission of the Department and VA 53 are normal prerequisites.)

VA 91-92: Independent Study in Visual Arts (fall or spring; minor course) This course presents individual study in a topic as arranged by the student in consultation with an instructor from the Department. A lab fee of $40 covers the cost of supplies. (Prerequisite: VA 51)

Performing Arts

PA 21/22: Electronic Music Composition (fall or spring; half-credit) This course is designed to allow students to be creative in the world of sound. The electronic music studios are substantial, including various synthesizers, computers, samplers, effect processors and two-, four- and eight-track tape decks. No musical or electronic background is required, but it is helpful. (Limited to one section each semester)

PA 23-24: Chamber Ensemble (two semesters; minor course) In this course, students will learn and perform chamber music. Music will be drawn from standard and contemporary repertoire. The ensemble will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. The Chamber Ensemble is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a chamber musical instrument)

PA 25-26: Jazz Band (two semesters; minor course) In this course, students will learn and perform music from the jazz-rock repertoire. The band will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. The Jazz Band is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a musical instrument)

PA 27-28: Chorus (two semesters; minor course) In The Academy Singers, the oldest performing ensemble of the Academy, students will learn and perform vocal music from all periods from the standard repertoire to contemporary songs. The chorus will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Chorus is a performance-oriented course. It will stress the development of vocal musical abilities through individual practice, rehearsals and regular performance.

PA 41-42: Music Theory (two semesters) This course offers students an introduction to the basic elements of music through performance, composition and improvisation, stressing contemporary, classical, jazz and rock styles. Students are required to bring their instruments to class. The course is a combination of history, theory and performance, providing the proper stimuli for accelerated individual progress while engaging in a team endeavor. (Intermediate fluency on an instrument and an audition are required for enrollment.)

PA 43-44: Advanced Improvisational Music (two semesters; minor course) This is a continuation of the theory workshop course, with an emphasis on performance and in-depth analysis of major jazz and rock styles. It is particularly effective in the small, private school music curriculum because it is ideally suited for a small ensemble of any orchestration and deals with the many aspects of jazz. (An audition and a previous theory course are prerequisites.)

PA 47-48: Advanced Vocal Technique (two semesters; minor course) The vocal equivalent of PA 43-44, this course emphasizes performance of all vocal styles, from madrigals, motets and the classical repertoire to Broadway and jazz standards. (Audition required)

PA 63/64: Musical Theater (fall or spring; half-credit) A performance-based class with an emphasis on tap-dancing. Designed to conform to the specific needs of its students, this course develops coordination, rhythm, body-memory retention and presentation. This class is not necessarily designed for the trained theater student, but rather for anyone who has an interest in theater and a desire to have fun.

PA 91-92: Independent Study in Performing Arts (two semesters; minor course) This course offers individual study in a topic as arranged by the student in consultation with an instructor from the Department prior to June 1 for semester one and prior to December 1 for semester two.

Private Lessons Individual weekly lessons on most instruments, voice and dance are available at approximately $200 per quarter. Most orchestral instruments, piano, guitar and organ are possibilities.

Note: Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, students must indicate both first and second choices for each semester on the course registration form.

Seminars

HS 81-82 This is an "extra credit" seminar that meets for 90 minutes in the evening every other week. The course is not graded, but a weight is added to each student's grade-point average based upon quality of participation and preparation. The seminar focuses on issues that cut across disciplines and cover a wide range of topics. Students petition to enter the course, which is open to students from all years.

Senior Spring Term Projects

Some seniors intend to participate in the Senior Spring Projects Program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, seniors- and juniors-to-be may wish to study the special information below detailing course constraints for consideration in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November.

The following recommendations are proposed for the Spring Term Projects. We would like to emphasize that a Senior Spring Term Project is a privilege, not a right. This valuable experience helps students become more independent and mature. All projects are subject to the approval of the SSTP Committee and must meet all of the following conditions:

1. Students must maintain at least a C- overall GPA (1.7) in their courses in order to take a Senior Spring Term Project through the third quarter. A student who wishes to do a project may petition through the Academic Dean's office if his/her GPA is lower than a C-.
2. Students may drop up to three classes, but are encouraged to limit the number of courses dropped. Any courses that require an AP exam may not be dropped. No distribution requirements may be dropped for a Spring Term Project, except for a fourth year of English. Also, the following

one-semester courses may not be dropped: MA 42, CS 40 and HS 64.

3. If a student drops a course for the fourth quarter, he/she will not be required to take the final exam. However, the project requires a research paper, daily journal, weekly meetings and a final presentation to the Committee. Failure to complete any of these requirements will result in one's diploma being withheld.

4. Students must get the teacher's approval in order to drop a class. The class teacher will determine if the student's performance merits leaving the class by judging the student's overall standing in the course.

Note: The foregoing is subject to change without notice.

Endowed Scholarship Funds

Governor Dummer Academy's scholarships are made possible through gifts from alumni/ae and friends, operating funds and income from the following funds:

Charles Z. Abuza Memorial Scholarship
Established in 1988 by his family and friends in memory of this alumnus, Class of '53

George I. Alden Scholarship Fund
Established in 1989 by the George I. Alden Trust of Worcester, Massachusetts and alumni/ae

Alumni/ae Scholarship Fund
Established and supported by Governor Dummer Academy alumni/ae to provide financial aid to deserving students

Francis R. Appleton Fund
Established in 1909 by Francis R. Appleton

Col. Harold H. Audet Scholarship Fund
Established in 1989 by Col. Harold H. Audet '38 for a "day boy" from Newburyport, Massachusetts

James Barriskill Fund
Established in 1960 in memory of the former Governor Dummer Academy master teacher (1949-1960)

William L. Brian III Memorial Scholarship Fund
Established in 1990 by his family and classmates in honor of this alumnus, Class of '59

David Knowles Chilton Memorial Scholarship Fund
Established in 1986 by Mr. and Mrs. Herman Chilton in memory of their son, awarded to a student "who best demonstrates the high principles of Governor Dummer Academy"

Kerry Carson Memorial Scholarship
Established in 1995 by her family and friends

Edmund Coffin Coleman Scholarship Fund
Established in 1939 through the will of Elizabeth Tappan to provide aid for scholarship

Corning Fund
Established in 1989 by Nathan E. Corning to provide financial assistance to the children of Governor Dummer Academy Staff

Cummings Scholarship Fund
Established in 1948 by Mrs. Fred T. Cummings in memory of her husband and in honor of their son Allen H. Cummings, Class of 1948

Richard Little Dodge Fund
Established in 1940 in memory of this alumnus by his family

Edward W. Eames Scholarship Fund
Established in 1975 in tribute to the headmaster who led the Academy for 29 years

Eastman Fund
Established in 1983 by the bequest of Elizabeth Eastman Hall in memory of her nephews Rogert Kimball Eastman, Jr. and Charles Bond Warner Eastman

Vida F. Ellison Scholarship
Established in 1989 by William G. Griffith '37 and John E. Griffith '40 for a student from Colorado or Wyoming

Ellsworth Family Scholarship Fund
Established in 1990 by David H. Ellsworth '48 in honor of his family

G. Heberton Evans III Memorial Scholarship Fund
Established in 1985 in memory of the teacher, coach and dorm parent of 34 years

Richard Hawkes Francis Scholarship Fund
Established in 1930 in memory of this alumnus by his family

Friend Family Scholarship Fund
Established in 1987 by Mirick Friend '59 and family in memory of his father Robert A. Friend

William Pinkham Gove Scholarship Fund
Established in 1926 by his wife and son

Joanna Grugeon Scholarship Fund
Established in 1990 by her family, colleagues and friends in memory of this Governor Dummer Academy master teacher

Carl D. Hale Scholarship Fund
Established in 1970 through the will of Grace Hale in memory of her husband to provide financial aid

Henley Group Scholarship Fund
Established in 1988 by the Henley Group, Inc. of Hampton, NH, to benefit a deserving student

Janet G. Higgins Memorial Scholarship Fund
Established in 1976 in her memory by her family and friends

Bernard K. Holdsworth Scholarship Fund
Established in 1987 by Clifford Holdsworth in memory of his son, a member of the Class of '44

Ingham Scholarship Fund
Established in 1927 by the family of the late Samuel Kellogg Ingham, whose son Dr. Charles C. Ingham became the 22nd headmaster of Governor Dummer Academy

E. Randall Jackson Memorial Fund
Established in 1966 by the bequest of his wife Lillian A. Jackson, to benefit a young person from Danvers, Massachusetts

Christian A. Johnson Endeavor Foundation Scholarship Fund
Established in 1982 to enable a worthy student to attend an independent school

Kitchell Family Scholarship Fund
Established in 1989 by Frank Kitchell '35. Members of the Kitchell family who attended the Academy include Frank '35, Peter '36, Samuel '38 and Webster '48

George Laite Scholarship Fund
Established in memory of this alumnus from the Class of '32 by his family

Leary Family Scholarship Fund
Established in 1989 by Jack '48 and Mary Leary and their children, '79 '81 '82 '84 '85, to benefit a student from Newburyport, Massachusetts, demonstrating a strong personal character and financial need

Barry Nelson Lougee Scholarship Fund
Established in 1989 to honor this alumnus of the Class of '51 by his classmates and family

Burton Machinist Scholarship Fund
Established in 1987 by his family to honor this Class of '36 graduate

David Macomber Scholarship Fund
Established in 1978 in his memory by his family and the Class of 1957

Magrane Family Scholarship Fund
Established in 1994 by members of the Magrane family — Mrs. Elizabeth Magrane P'65'67, J. Scott Magrane '65 and Ross Magrane '67 — to benefit a student who contributes to all aspects of the Academy

Christopher Marden '96 Fund for Performing Arts
Established in 1996 in his memory by Joanne Marden and Elysa Marden '86, Christopher's mother and sister, to support the performing arts at the Academy

Thomas McClary Mercer Scholarship Fund
Established in 1992 by Charles A. Goodrich III '39 in appreciation for all this former English master teacher contributed to the Academy

Montrone Family Scholarship Fund
Established in 1988 by Mr. and Mrs. Paul Montrone P'82'87 to benefit a deserving student from the New Hampshire seacoast area

C.W. & L.H. Morse Scholarship Fund
Established in 1988 by the Morse family in honor of Charles W. and Louise H. Morse of Newburyport, Massachusetts given by their sons and grandsons, seven alumni of the Academy

Howard J. Navins Scholarship Fund
Established in 1988 by a former student and alumni in honor of this alumnus, coach and master teacher of 41 years to recognize courage and high personal standards

Edward Parish Noyes Fund
Established in 1915 in memory of the former student (Class of 1873) and trustee (1895-1913) by Joseph Lee of Boston

Ben Pearson Scholarship Fund
Established in 1988 by Benjamin Pearson IX '44 and Anne Pearson of Byfield in honor of a five-generation relationship with Governor Dummer Academy

Carl. A. Pescosolido, Jr. '55 Award
Established in 1992 by family and friends of Carl A. "Skip" Pescosolido, Jr., President of the Academy's Board of Trustees from 1980-92. The award is presented annually to the top male and female scholar-athletes in the junior class whose academic and athletic performances exhibit the character and commitment to excellence of Carl A. Pescosolido, Jr.

Reader's Digest Endowed Scholarship Fund
Established in 1981 by the Reader's Digest in honor of DeWitt Wallace, its founder

Peter R. Remis '52 and James A. Remis '84 Scholarship Fund
Established in 1991 by Linda Remis Schwartz in memory of her husband Peter and son Jamie. Peter Remis served the Academy for many years as a Trustee

Revere Scholarship Fund
Established in 1982 by Howard Zuker '57 for deserving students from Revere, Massachusetts

1763 Scholarship Fund
Established in 1946 by the Alumni/ae Association

Arthur W. Sager Scholarship Fund
Established in 1987 by his friend C. Thomas Tenney '39, to benefit deserving students from the state of Maine

Ellsworth H. Sherin Memorial Scholarship Fund
Established in 1985 by his children and employees. Ellsworth Sherin was the father of Peter Sherin '59, a GDA alumnus and former trustee.

Senator Benjamin A. Smith II '35 Scholarship Fund
Established in 1991 by family and friends in memory of U.S. Senator Ben Smith to benefit a deserving student

Angel Talavera '95 Scholarship Fund
Established in 1995 by his classmates and their parents

Grace S. Tisdale Memorial Scholarship Fund
Established in 1981 by Mr. and Mrs. Arthur Buettner of Auburn, Maine, in memory of Mrs. Buettner's mother

Richard Tucker Fund
Established in 1930 in his memory by family and friends

Asa Wilson Waters Fund
Established in 1930 by her bequest in honor of her son and grandson

Timothy Rogers Whittemore Fund
Established in 1963 in his memory, by his sophomore classmates

Thomas N. Willins Scholarship Fund
Established in 1990 and given in memory of his father by Thomas N. Willins, Jr., Class of '33

Nathan N. Withington Scholarship Fund
Established in 1990 by a classmate in honor of this alumnus, former trustee and GDA parent, Class of '58

John Young Scholarship Fund
Established in 1943 by Dr. John Young

Faculty

Peter W. Bragdon
Headmaster
Harvard College 1959, B.A.
Harvard Graduate School of Education 1960, M.A.T.
Appointed July, 1983

Richard N. Leavitt
Mathematics
Amherst College 1964, A.B.
Bowdoin College 1971, M.A.
Appointed September, 1964

Michael A. Moonves
Associate Director of Development and Director of Alumni/ae-Parent Relations
Trinity College 1966, B.A.
Appointed September, 1969

Alexander W. White
Spanish
Trinity College 1967, B.A.
New York University 1972, M.A.
Appointed, September, 1971

David S. Abusamra
French, Spanish
Holy Cross College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Laurel E. Abusamra
French, Spanish
Hollins College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Katherine Krall Guy
French, Spanish
Oberlin College 1971, B.A.
Tufts University 1978, M.A.
Appointed September, 1977

Stephen C. Metz
Department Chair, Science; Chemistry
Trinity College 1972, B.S.
Boston University 1976, M.A.
Worcester Polytechnic Institute 1994, M.S.
Appointed September, 1978

Christopher D. Stowens
Department Chair, Arts
Colgate University 1972, B.A.
New England Conservatory of Music 1979, M.A.
Appointed September, 1978

Robert H. Colgate
Mathematics
Gettysburg College 1969, B.A.
University of New Hampshire 1980, M.Ed.
Appointed September, 1980

David D. Moore
Physics, Science 2000
Northeastern University, 1966, A.B.
Clarkson College 1970, M.S.
Appointed September, 1980

Roberta W. Britton
Art
University of Colorado 1959, B.A.
Goddard College 1974, M.S.
Appointed September, 1982

Lynda F. Bromley
Dean of Students; English
University of Vermont 1969, B.A.
Antioch College 1993, M.Ed.
Appointed September, 1983

Elizabeth A. Ruhl
Counselor, History
Gordon College 1978, B.A.
Northeastern University 1979, M.Ed.
Appointed September, 1984

Michael H. Karin, Jr.
Mathematics, Computer Science
Bates College 1985, B.S.
University of New Hampshire 1993, M.S.T.
Appointed September, 1985

A. John Seufert, Jr.
Department Chair, Foreign Languages; German
Boston College 1973, B.A.
Tufts University 1981, M.A.
Appointed September, 1985

Paul H. Wann
English, Drama
University of Minnesota 1971, B.A.
Tufts University 1974, M.A.
Appointed September, 1985

Janet E. Adams-Wall
Director of College Counseling
Washington State University 1975, B.A.
University of Southern Maine 1980, M.S.
Appointed September, 1986

Perry D. Nelson
History
Williams College 1979, B.A.
Harvard University 1987, M.Ed.
Appointed September, 1987

Irina Okula
Art
Frontbonne College 1966, B.A.
Southern Illinois University 1971, M.F.A.
Appointed September, 1987

Elaine B. White
Department Chair, English
Bates College 1986, B.A.
Middlebury College 1992, M.A.
Appointed September, 1988

Richard H. Searles
English
Dartmouth College 1974, A.B.
University of Iowa 1977, M.A.
Appointed September, 1988

Brian P. Lenane '72
Academic Dean
Franklin and Marshall College 1976, B.A.
Wharton School of Business 1978, M.B.A.
Harvard University 1992, C.A.S.
Appointed September, 1989

Susan C. Lenane
Department Chair, Mathematics
Franklin and Marshall College 1977, B.A.
Cambridge College 1994, M.Ed.
Appointed September, 1989

David J. Van Ness
Mathematics
Trenton State College 1969, B.A. 1970, M.A.
Appointed September, 1989

Richard R. Savage
Chief Financial Officer
Boston College 1965, B.S.
Appointed March, 1990

Leonard S. Ceglarski, Jr.
History
Middlebury College 1977, B.A.
Appointed August, 1990

Kristen S. Vogel
History
St. Lawrence University 1989, B.A.
Boston College 1994, M.A.T.
Appointed September, 1990

David R. Gosse
Mathematics
Bowdoin College 1958, A.B.
Wesleyan University 1966, M.A.L.S.
University of Michigan
Boston University
Appointed September, 1990

Jeffrey P. Kelly '85
Latin
Haverford College 1989, B.A.
Appointed January, 1991

Nancy M. Bailey
Director of Duncan Health Center
Catherine Laboure School of Nursing 1956, R.N.
Appointed September, 1991

Karen A. Bouffard
Physics, Science 2000
Duquesne University 1968, B.A.
Harvard University
Boston College 1995, M.A.T.
Appointed September, 1991

Fontaine C. Bradley
Chemistry
Tufts University 1973, B.S.
University of New Hampshire 1984, Ph.D.
Appointed September, 1991

Mary Leary
Librarian
Cardinal Cushing College 1967, B.A.
Salem State College 1989
Appointed September, 1991

Sarah Bayard Southam
Biology, Chemistry, Science 2000
Dartmouth College 1987, B.A.
Harvard Graduate School of Education 1991, Ed.M.
Appointed September, 1991

Jeffrey B. Wotton
Head Athletic Trainer
Assistant Director of Athletics
University of New Hampshire 1991, B.S.
Appointed September, 1991

Janet Epstein, R.N.
Health Education Instructor
Northeastern University 1973, A.S.
Appointed September, 1992

David Oxton
Photography
Boston University, School of Fine Arts
Massachusetts College of Art
Appointed September, 1992

William F. Quigley, Jr.
Department Chairman, History
Middlebury College 1978, B.A.
Appointed September, 1992

Mark Gerry
Mathematics
Williams College 1979, B.A.
Appointed September, 1993

Peter Southam
Science
Dartmouth College 1987, B.A.
Massachusetts Institute of Technology 1993, M.S.
Appointed September, 1993

Isaiah Suggs '78
Mathematics
Cambridge College
Appointed September, 1993

Scott Purdy
English
Williams College 1988, B.A.
Appointed January, 1994

David S. Hudson
Director of Afternoon Activities, Director of Athletics, Science
St. Lawrence University 1980, B.A. 1982, M.Ed.
Appointed September, 1994

Susan Oleszko-Szuts
Science
Purdue University 1966, B.S.
Johns Hopkins University 1973, Ph.D.
Appointed September, 1994

Peter T. Bidstrup
Associate Director of Admission, Director of Financial Aid
Franklin and Marshall College 1986, B.A.
Appointed September, 1994

Kristin Ann Brown '89
Associate Director of Admission, History
Dickinson College 1993, B.A.
Appointed September, 1994

Elizabeth W. Winder
Director of Annual Giving
Lehigh University 1981, B.A.
Appointed August, 1995

Leo I. Hart
Fine Arts
Rutgers University
Appointed September, 1995

Danielle C. Kingsbury
Assistant Athletic Trainer
University of New Hampshire 1995, B.A.
Appointed September, 1995

Scott P. Larsen
History
Gordon College 1991, B.A.
Appointed September, 1995

Cynthia Louise McKeen
Vocal Music
Emerson College 1985, B.F.A.
Appointed September, 1995

Jessica Truslow
Science
Colby College 1986, B.A.
Appointed September, 1995

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English as a Second Language
Gordon College 1986, B.A.
Appointed January, 1996

Peter K. Werner
Director of Communications, History
Yale University 1981, B.A.
Appointed July, 1996

Edward C. Young '73
Assistant Headmaster, History
Middlebury College 1977, B.A.
Southern Methodist University 1994, M.L.A.
Appointed July, 1996

Maud Smith Hamovit
English
Vassar College 1979, A.B.
University College, Dublin 1982, M.A.
Appointed September, 1996

H. Lee Harrell
Biology
Wake Forest University 1990, B.A.
Wake Forest University 1993, M.S.
Appointed September, 1996

Eloise Paul Lawrence
History
Stanford University 1995, B.A.
Appointed September, 1996

Jeannette P. Sedgwick
English
Bucknell University 1988, B.A.
University of Rochester 1994, M.A.
Appointed September, 1996

Patricia T. Peterman
Director of Development
University of Illinois, Chicago 1979, B.S.
Appointed June, 1997

Peter A. Kravchuk
Assistant Director of Admission
Bowdoin College 1992, B.A.
Appointed July, 1997

Gillian M. Lloyd
Director of Admission
Middlebury College 1977, B.A.
Harvard Graduate School of Education 1981, Ed. M.
Appointed July, 1997

Nicolas Easton
Manager of Information Systems
College of Wooster 1969, B.S.
Appointed August, 1997

Samantha Boulais
Intern, Assistant Director of Weekend Activities
Franklin and Marshall College 1997, B.A.
Appointed September, 1997

Susan M. Chase
Reference Librarian
Cornell College 1975, B.S.S.
Salem State University 1996, M.Ed.
Appointed September, 1997

Deirdre B. Heersink '92
History
Hamilton College 1996, B.A.
Appointed September, 1997

Jon M. Morisseau '88
Foreign Languages
Florida State University 1992, B.A.
Middlebury College 1993, M.A.
Appointed September, 1997

Lisa Keegan
Foreign Languages
Simmons College 1984, B.A.
Appointed September, 1997

Lindsey Wetzel
English
Carlton College 1996, B.A.
Appointed September, 1997

Special Faculty

Lloyd Hamovit
Dormitory, Coaching
Mary Ellen Karin
Dormitory, Coaching
Robert Peiper
Dormitory
Sheila Young
Dormitory

Staff

Penny Aham
Controller
Carolyn R. Balfe
Secretary, Academic Office
Alice Barron
Library Assistant
Bonnie Boucher
Receptionist
Carolyn Burke
Receptionist
Cathy Ceglarski
Admission Assistant
Anita Ceven-Leonard
Secretary, Health Center
Irene P. Freeman
Admin. Asst. to the Headmaster and to the Assistant Headmaster
Joanna Hallisey
Assistant to the Librarian
Louise Healey
Library Assistant
Thomas G. Hughes
Library Assistant
Doreen Johnson
Secretary, Athletic Dept.
Sandra Keyes
Office Manager, Development
Elaine Krol
Bookkeeper
Jennifer LaCombe
Secretary, Development Office
Lynn Marks
Library Assistant
Judith McKinney
Registrar
Britt E. O'Donnell
Secretary, Main Office
Charlene F. Patten
Assistant to the Chief Financial Officer
Mary E. Pelletier
Library Assistant
Luceille Roaf
Bookstore Manager
Joan C. Ryan
Assistant to the Director of Admission
Kristie Salmon
Bookstore
Susan T. Savage
Secretary, College Office
Harold Short
Athletic Store
Hildegard Stromski
Receptionist
Patricia D. Thomas
Bookkeeper
Linda Thomson
Director of Summer Programs
Susan True
Receptionist

Tutors
Judith Castle
Joanne Collins
Kathleen Ells
Gene Haley
Diane Klein
Margaret Miller
Elizabeth Morris
Elizabeth Paszko
Howard Sticklor
Ann Topic

Health Center
Sharman Gingrich, M.D.
School Physician
Margaret Corrigan, R.N.
Kathleen A. Goyette, R.N.
Josiane Lubenec, R.N.
Sheila Mandragouras, R.N.
Mary Braaten Miner, R.N.
Kimberly Moore, R.N.
Estelle Passeri, R.N.
Mary Willingham, R.N.

Food Service
David Weigel
Director of Food Service
Mark R. Bernier
Joyce Colby
Christopher C. Dawkins
Joyce Dixon
Sally Hebert
Catherine Hill
Leann Kennedy
Marilyn J. McKeen
Jeff Morris
William Morse
Tracy Ogara
Madeline Power
Stephanie Roaf
Carolyn Sargent

Buildings and Grounds
Jason Lacroix
Superintendent, Buildings and Grounds
Deborah A. Bolton
Robert L. Chouinard
John J. Clarkson
Melvin J. Huberdeau
Elizabeth J. Marshall
Sean McCarthy
Kevin W. Pine
Bruce Rogers
Jay Ryan
Krzysztof Zalewski
Kathleen Rybicki
Secretary, Buildings and Grounds

Admission

The successful Governor Dummer Academy applicant is a highly motivated student who has demonstrated ability, promise and character — a student who will both gain from the GDA experience and contribute to it.

The Admission Committee takes into consideration school performance, test scores, recommendations, extracurricular involvement and impressions from the personal GDA interview which is required for all applicants.

While most new students enter Governor Dummer in the freshman and sophomore years, a few places open each year in the junior class.

In accordance with the Academy's view that cultural diversity is a cornerstone of a thorough education, Governor Dummer encourages students from all backgrounds and areas to apply for admission. The Academy does not set geographic limits for the admission of day students; GDA does not, however, provide daily transportation.

In order to be considered for admission, applicants should fulfill the following requirements:
1. The candidate should contact the Academy in the fall or early winter of the year prior to that which he or she wishes to enter. A personal interview and tour of the GDA campus should be made at that time. If distance makes a visit impractical, the Admission Office may arrange a phone interview or for an Academy representative to meet the student nearer his or her home. We recommend that appointments be scheduled Monday through Friday during the academic day.
2. The candidate must take the Secondary School Admission Test (SSAT), administered at centers throughout the world on seven Saturdays during the year. Registration forms and additional information may be obtained through the Academy or from the Secondary School Admission Test Board (SSATB), 12 Stockton Street, Princeton, NJ 08540 (609/683-4440). The Academy recommends that the candidate take the November, December or January SSAT. Governor Dummer also will accept the Independent School Entrance Examination offered by the Educational Records Bureau in New York (telephone 800/989-3721).
3. The Academy requires that international students take the Test of English as a Second Language (TOEFL).
4. The candidate, his/her family and school must complete all application forms. The application should be returned to the Academy as soon as possible with a $35 fee ($70 outside the U.S.). The remaining forms, which will be sent by return mail, include a student questionnaire, a request for school records, English and mathematics teachers' recommendations and a personal recommendation. The filing deadline for these forms and the preliminary application is February 1, 1998. Governor Dummer Academy will notify candidates of admission decisions on March 10, 1998. Parents of those admitted are to respond to the Academy no later than April 10, 1998.
5. Candidates applying for financial aid in the form of grants and loans must meet the requirements of financial need, character and academic potential. If need is indicated on the final application for admission, parents are asked to complete a Parents' Financial Statement form, which should be returned by February 1. If the candidate's parents are separated or divorced, both parents must supply financial information. Scholarship aid totalling approximately $1,400,000 is awarded to approximately 29 percent of the student body annually without regard for race, color, religious belief or national or ethnic origin.

For *boarding* students the 1997-98 tuition charge is $24,100 payable as follows:
May 1
Initial tuition payment
$2,410.00
August 1
Second tuition payment
$9,640.00
Deposit (Smart Card)
$750.00
Accident Insurance (optional)
$102.00
Tuition Refund Plan
$482.00
Social Activities Fee
$100.00
Health Center Fee
$250.00
December 1
Third tuition payment
$12,050.00

For *day* students the 1997-98 tuition charge is $17,800.00 payable as follows:
May 1
Initial tuition payment
$1,780.00
August 1
Second payment
$7,120.00
Deposit (Smart Card)
$750.00
Accident Insurance (optional)
$102.00
Tuition Refund Plan
$356.00
Social Activities Fee
$100.00
Health Center Fee
$150.00
December 1
Third tuition payment
$8,900.00

Trustees of Governor Dummer Academy
1997-1998

Daniel M. Morgan '67, P'97	Worcester, Massachusetts
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Karen (Gronberg) Schulte '83	Roslindale, Massachusetts
President, Alumni/ae Council	

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The Governor Dummer Academy Allies

The Governor Dummer Academy Allies is a long-standing parent organization that provides an important link between families and the Academy. The Allies fund-raising and volunteer activities support various student activities throughout the year.

Debbie St. Jean
President

Peggy Binelli
Karen Lipman
Co-Vice Presidents

Donna Christopher
Secretary

Janet Hand
Treasurer

The Alumni/ae Council

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Roslindale, Massachusetts
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Development Committee Co-Chair
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Director of Alumni/ae-Parent Relations
Elizabeth W. Winder, *Director of Annual Giving*

Governor Dummer Academy

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